Selecting and Evaluating Evidence-Based Interventions

2020 Fall Virtual Instructional Leadership Conference
October 6-7, 2020

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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at www.gadoe.org/sdeevents
- **Questions:** Use the question box to type questions or comments throughout the presentation
- **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours
- **On Demand:** All sessions will be available on-demand following the conference on the SDE Events and Conference webpage

Session Goal

The participant will be able to utilize electronic resources and tools to aid in the selection and evaluation of appropriate evidence-based interventions.

Justification for Implementing Evidence-Based Interventions (EBI)

- **Every Student Succeeds Act (ESSA)** requires the use of "Evidence-Based Interventions" and it goes on to outline the level of evidence required.
- The **Individuals with Disabilities Education Act (IDEA 2004)** includes numerous references to "scientifically based instructional practices" and "research-based interventions."
- **Response to Intervention (RTI**) and a **Multi-Tiered System of Support (MTSS)** it calls for the use of evidence-based instructional practices and interventions.

Interventions

?

Evidence-Based Practices

Tier III Supports

Universal Supports

?

Research-Based Interventions

?

Evidence-Based Interventions

?

Strategies

Scientifically-Based

Targeted Supports

?

High Leverage Practices

?

Tier II Supports

Multi-Tiered System of Supports

The definition of “evidence-based”

Section 8101(21) of the ESEA, as amended by the ESSA (United States Congress, 2015).

(A) IN GENERAL. —Except as provided in subparagraph (B), the term ‘evidence-based’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) **strong evidence** from at least 1 well-designed and well- implemented experimental study;

(II) **moderate evidence** from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) **promising evidence** from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) demonstrates a rationale based on high-quality research findings or positive

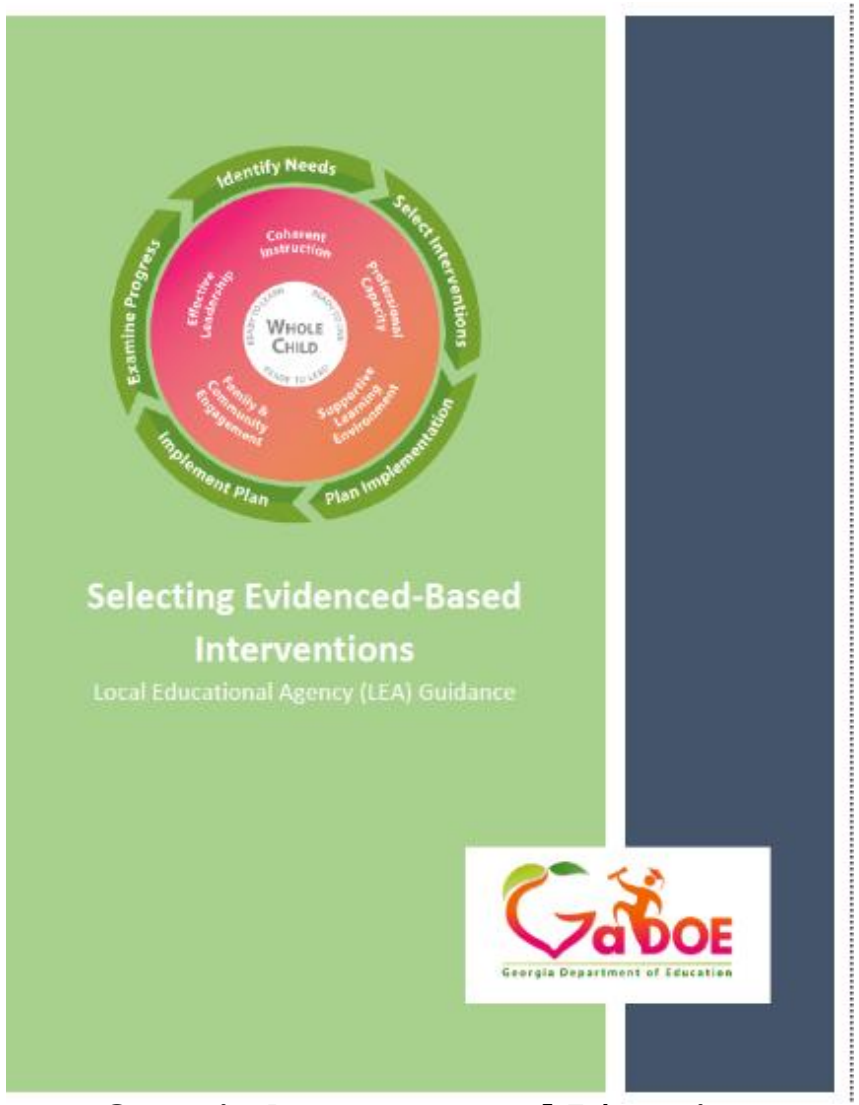
evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. —When used with respect to interventions or improvement activities or strategies funded under section 1003, the term ‘evidence-based’ means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

The fourth category above, **demonstrates a rationale**, is supported by (a) high-quality research; or (b) a positive evaluation that the intervention is likely to improve student outcomes; or (c) other relevant outcomes that are undergoing evaluation and supported by a logic model.

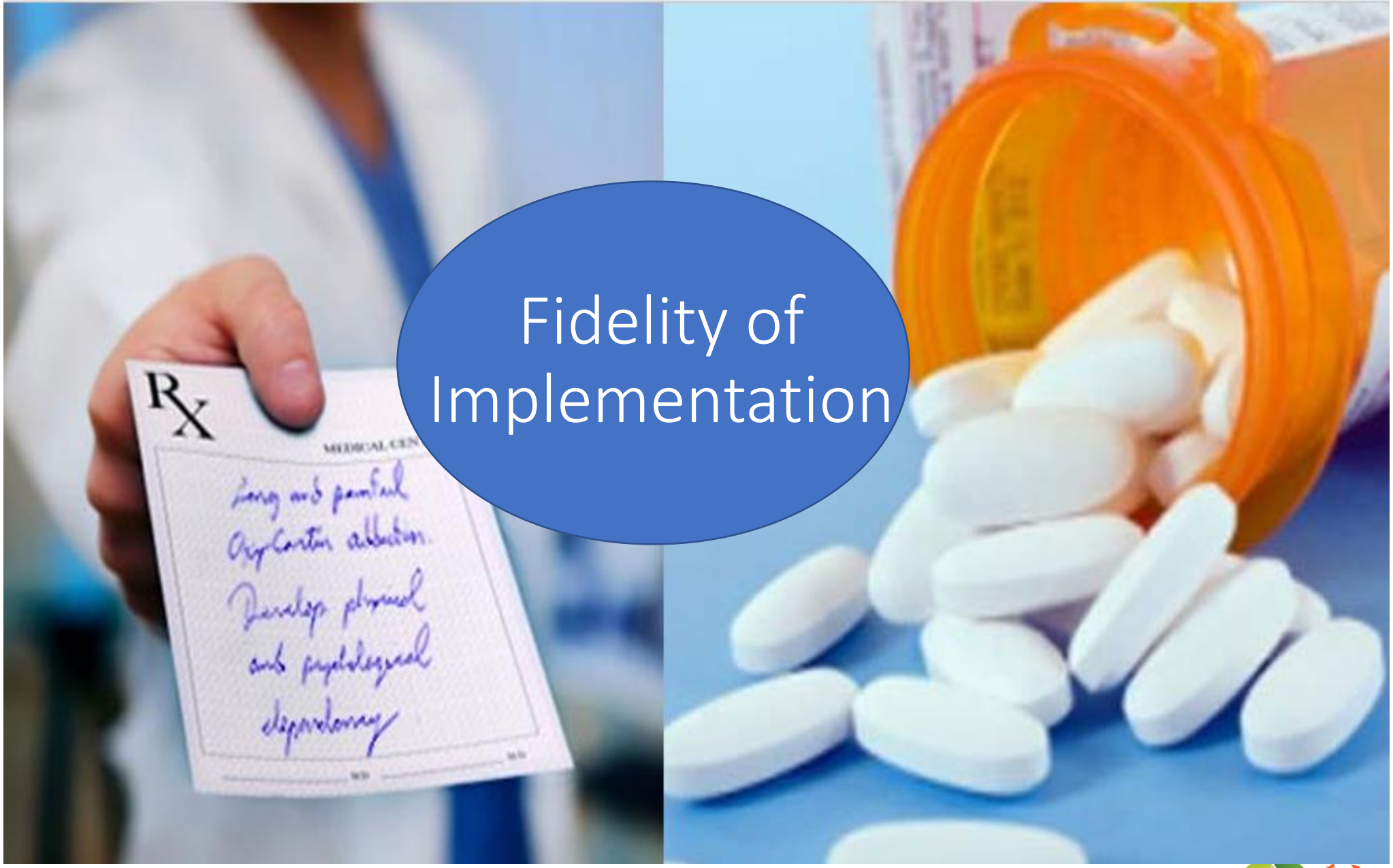
Broadly, evidence-based interventions are those which have research evidence supporting their success.



Georgia Department of Education

Intervention Non-Negotiables

- Be **connected to a specific goal** that is well-defined observable and measurable
- **Have specific, defined, step-by-step descriptions** so they can be
  - Implemented consistently
  - Can be replicated
- **Include ongoing progress monitoring** of the student's response to the intervention
- Ensure **implementation fidelity** and provide **coaching and follow-up**


Fidelity of Implementation

Strategies

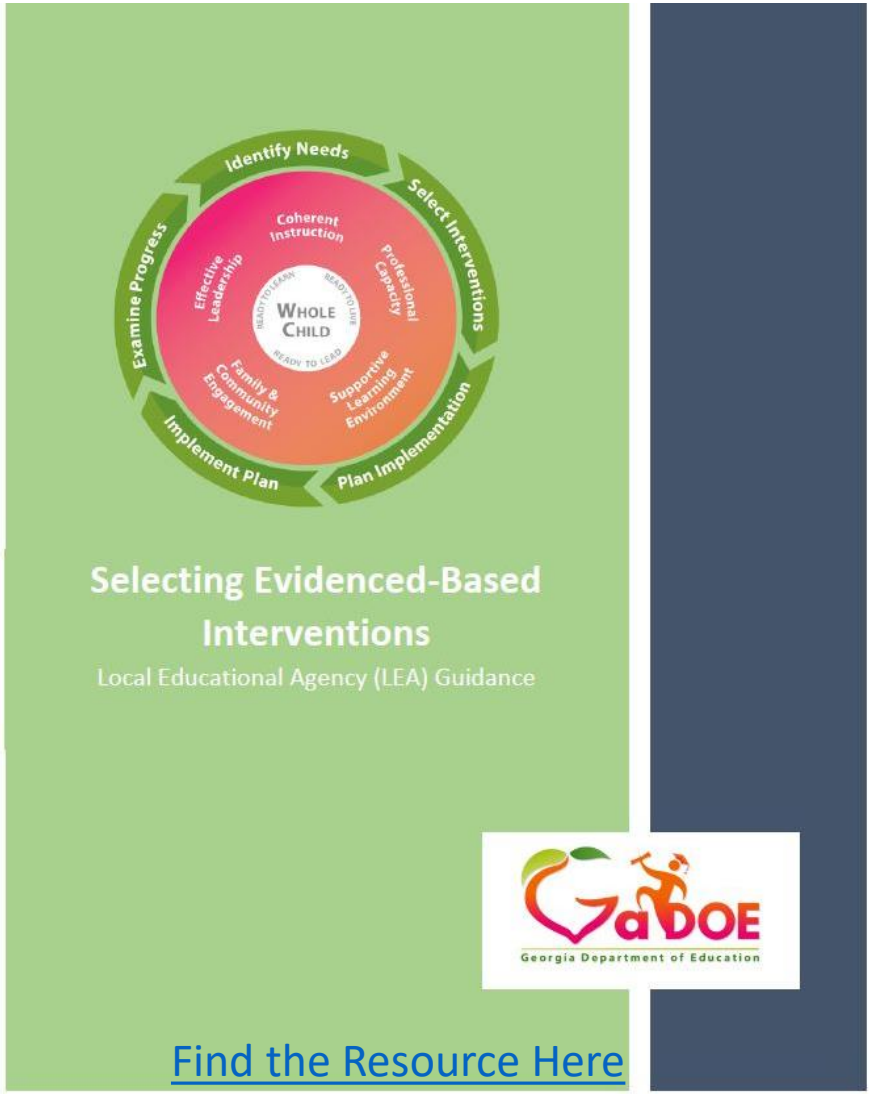
A loosely defined collective term that is often used interchangeably with the word “intervention;” **however strategies are generally considered effective instructional and behavioral practices** rather than a set of prescribed instructional procedures, systematically implemented.

Strategy or Intervention?

Is it an Intervention?

- Read 180 ✓
- Check and Connect ✓
- MTSS ✗
- Preferential seating ✗
- Achieve 3000 ✓
- Reading Recovery ✓
- Shortened assignments ✗
- After School Program ✗ ✓
- Suspension ✗
- Wilson Reading System ✓
- Doing MORE of the same ✗
- Retention ✗
- Leveled Literacy Intervention (LLI) ✓
- Early Warning, Intervention & Monitoring System ✓
- PBIS ✗
- Mentoring Program ✗ ✓

GaDOE Federal Programs Guidance



The ESSA and U.S. Department of Education (ED) regulations…..

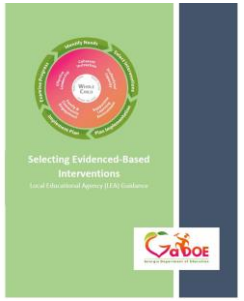
- Require districts and schools to spend federal funds in support of evidence-based interventions.
- Outline four levels or categories of evidence that can be considered when selecting EBPs:
  - Strong
  - Moderate
  - Promising
  - Demonstrates Rationale

Strong evidence from at least 1 well-designed and well-implemented experimental study;

Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

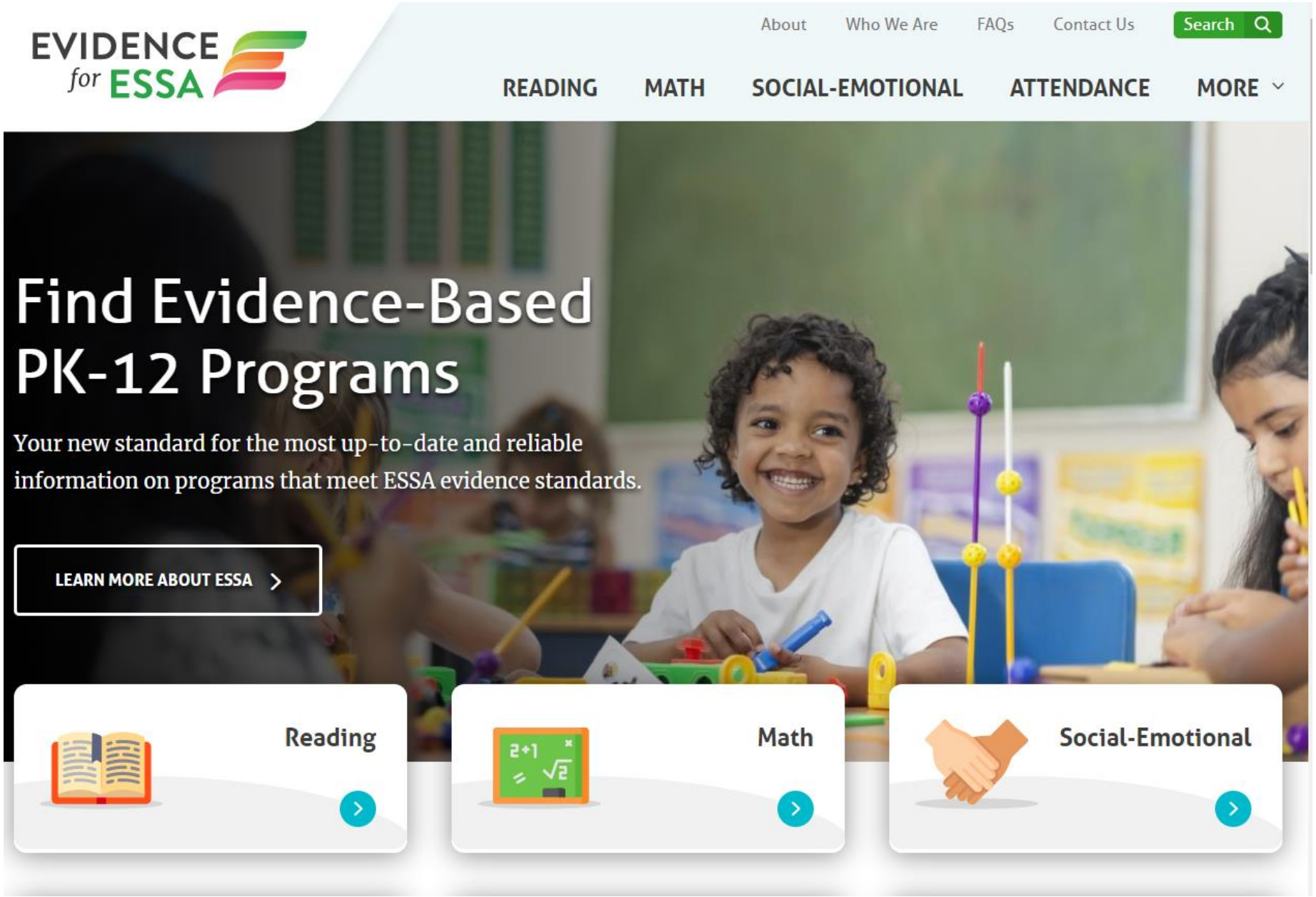
Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias;

Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.



GaDOE LEA Guidance

Federal Funding Source	Level of Evidence Required
Title I, Part A 1003 SIG funds	Interventions applied under Title I, Part A Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence to support them.
IDEA*	Interventions can fall into any of the four categories.
All other federal programs under Titles I–V; Homeless Education	Interventions can fall into any of the four categories.
Federal programs being **consolidated** with other federal, state, and local funds in a Title I **school level** schoolwide program	Federal funds consolidated in this manner at the school level lose their identity and, therefore, interventions will not *require* documentation of an evidence-based intervention.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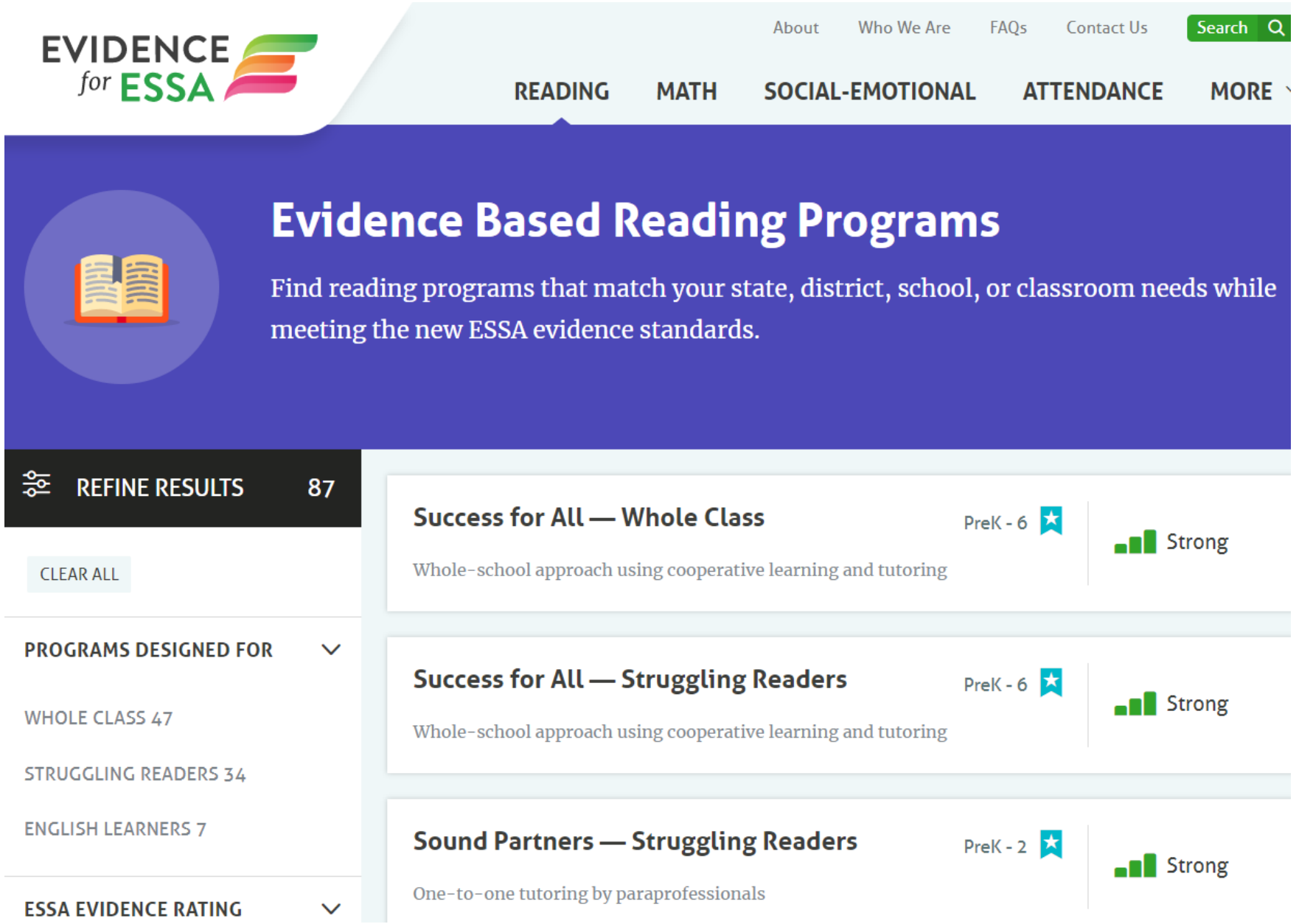
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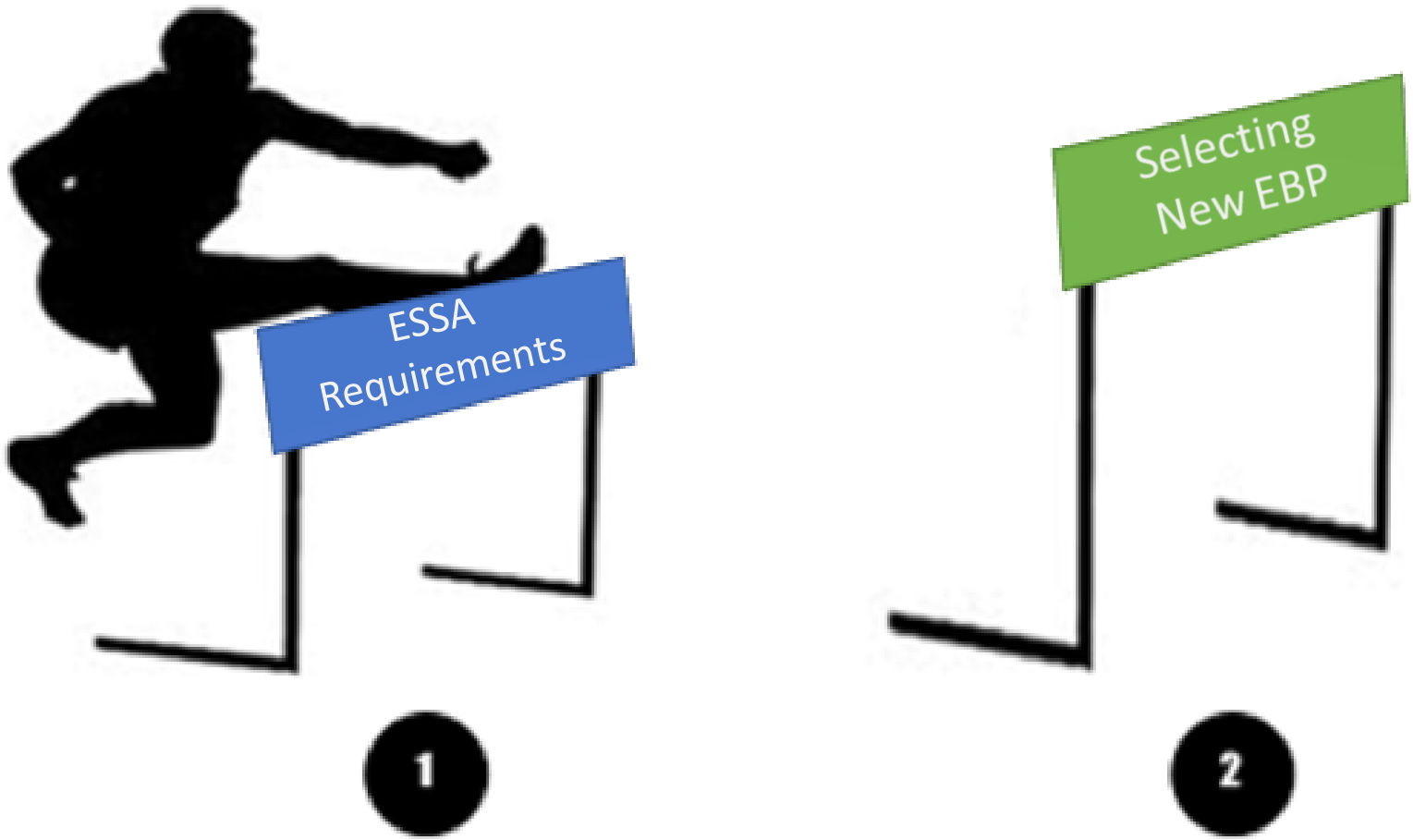
Find reading programs that match your state, district, school, or classroom needs while meeting the new ESSA evidence standards.
REFINE RESULTS 87
CLEAR ALL
PROGRAMS DESIGNED FOR
WHOLE CLASS 47
STRUGGLING READERS 34
ENGLISH LEARNERS 7
ESSA EVIDENCE RATING
Success for All — Whole Class
PreK - 6
Strong
Whole-school approach using cooperative learning and tutoring
Success for All — Struggling Readers
PreK - 6
Strong
Whole-school approach using cooperative learning and tutoring
Sound Partners — Struggling Readers
PreK - 2
Strong
One-to-one tutoring by paraprofessionals


ESSA
Requirements
1
Selecting
New EBP
2

How Can Districts Use the Online Tools to Evaluate and Select Evidence-Based Interventions?

Examining Published Evidence

- **Type/Source**
  - Is the source reputable? Can it be trusted?
- **Population**
  - Were the students included in the study similar to our students?
- **Desired Outcomes**
  - Were the outcomes of interest relevant to our students?
- **Effect Size (for group design studies)**
  - Does the evidence suggest that the intervention can produce the result we expect?

Effect Size expresses the difference in outcomes between the group that received the intervention and the group that did not receive the intervention in standard deviation units.

Burns, Matthew K., et al. “Introduction.” *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes*, The Guilford Press, 2017, pp. 9-10.

What's an effect size?

A quantitative way to look at the strength of an intervention

Strength	Effect Size
Small (minimum)	0.25 to 0.34
Moderate	0.35 to 0.49
Strong	0.50 or larger

American Institute for Research (AIR)

Sample Reading Intervention #1:

Multiple Well-designed and Well-implemented Experimental Research Studies

ESSA: Level of Evidence

What level of evidence would ESSA assign to this intervention?

- Strong Evidence
- Moderate Evidence
- Promising Evidence
- Demonstrates a Rationale

Sample Reading Intervention #1:

Multiple Experimental Research Studies

Effect Size .27

Domain Average for General Reading Achievement across All Studies

ESSA: Level of Evidence

Strong Evidence

Strength of Intervention: Effect Size

What is the **strength** of the intervention or the **effect size**?

- Small (minimum)
- Moderate
- Strong

Sample Reading Intervention #1:

Multiple Experimental Research Studies

Effect Size .27

Domain Average for General Reading Achievement across All Studies

ESSA: Level of Evidence

Strong Evidence

Strength of Intervention: Effect Size

Small or Minimum Effect

Selecting Evidence-Based Interventions

National Center on Intensive Intervention	National Technical Assistance Center on Transition	What Works Clearinghouse	Promising Practices	National Center for Systemic Improvement
Best Evidence Encyclopedia	National Dropout Prevention Center/Network	Collaborative for Academic, Social, and Emotional Learning	Evidence for ESSA	Student Engagement Project
SAMHSA Evidence-Based Practices Resource Center	Center on Instruction	The IRIS Center	Ideas That Work	Social Programs That Work

Search

Enter keyword

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Topics

- Assessment (includes Progress Monitoring)
- Behavior and Classroom Management
- Content Instruction
- Diversity
- Early Intervention/Early Childhood
- Learning Strategies
- Mathematics
- MTSS/RTI (includes intensive intervention)
- Reading, Literacy, Language Arts
- School Improvement/Leadership
- Transition

Evidence-Based Practice Summaries

These research summaries covering instructional strategies and interventions offer information that includes level of effectiveness as well as the age groups for which a given strategy or intervention is designed. Links to the original reports are also provided for those who might wish to explore further.

- Assessment (Includes Progress Monitoring)
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Topics

- [ ] Assessment (includes Progress Monitoring)
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Evidence-Based Practice Summaries

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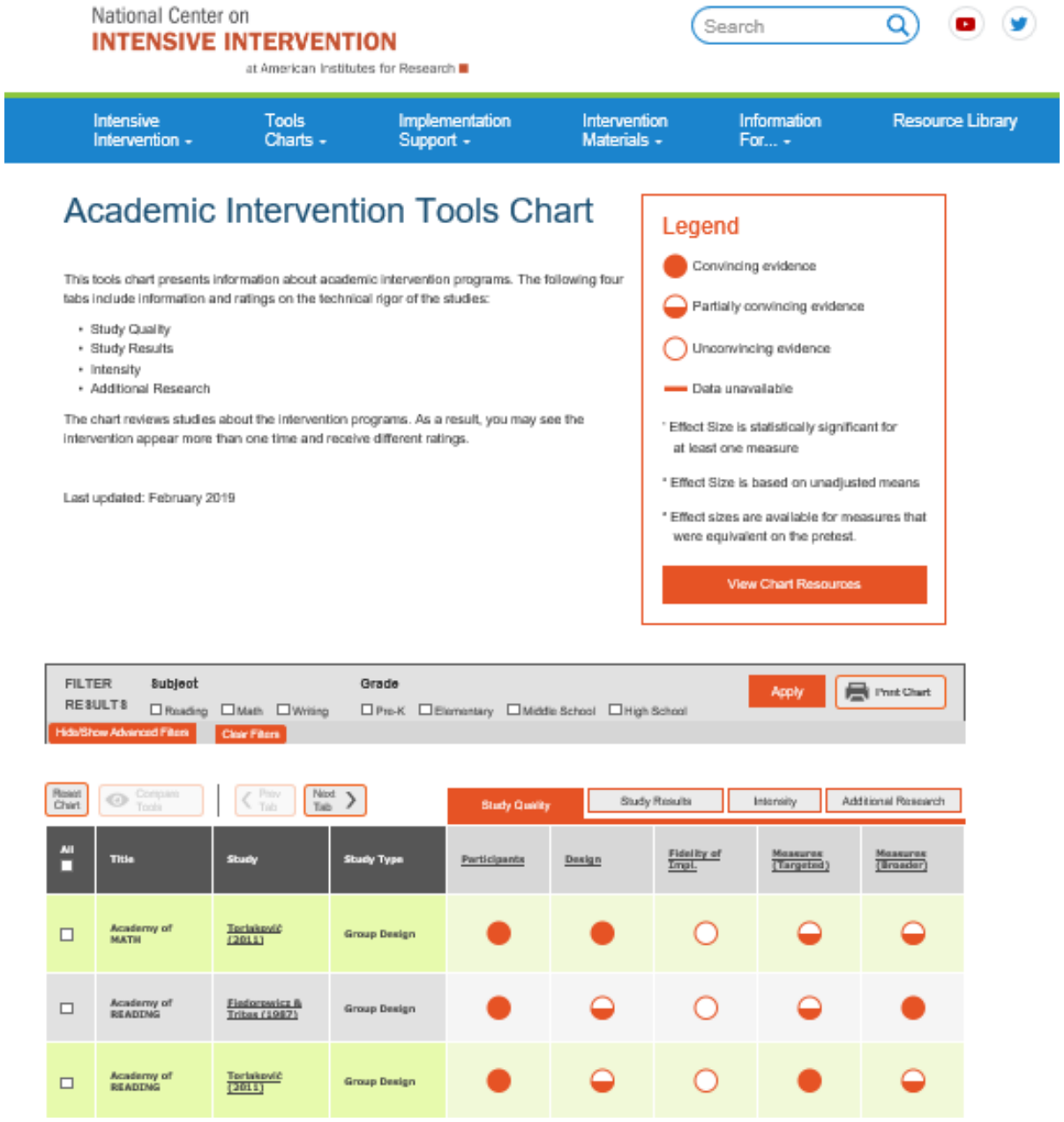
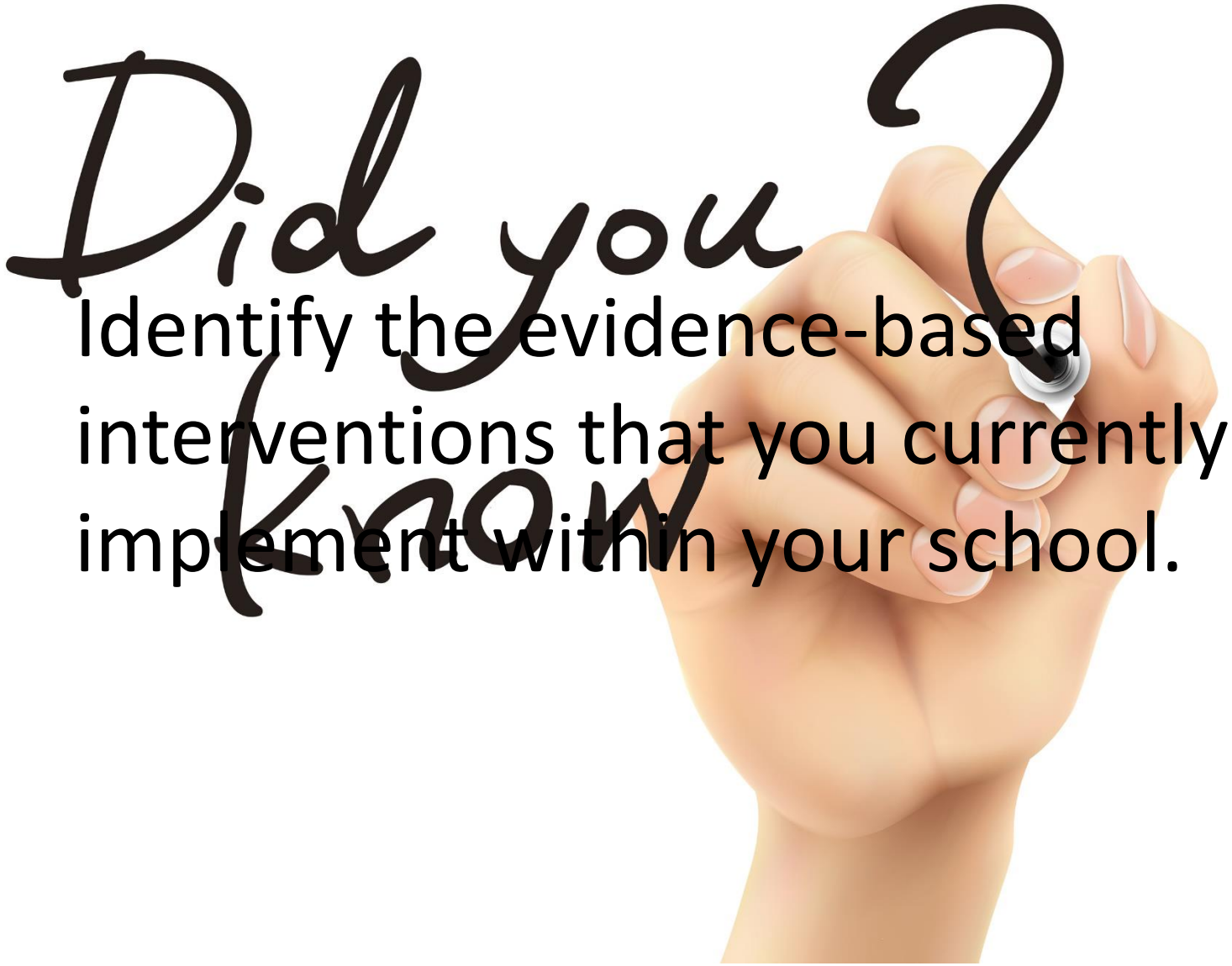
Reading, Literacy, Language Arts

Title	Description	Evidence Base/Source
Accelerated Reader™: Adolescent Literacy	Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers.	This program was found to have no discernible effects on reading fluency or comprehension for adolescent learners. *U.S. Department of Education* View Research Summary
Accelerated Reader™: Beginning Reading	Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers.	Accelerated Reader was found to have mixed effects on comprehension and no discernible effects on reading fluency for beginning readers. *U.S. Department of Education* View Research Summary
Accelerated Reader™: English Language Learners	Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on	This program has not yet been proven effective on ELL. *U.S. Department of Education* View Research Summary

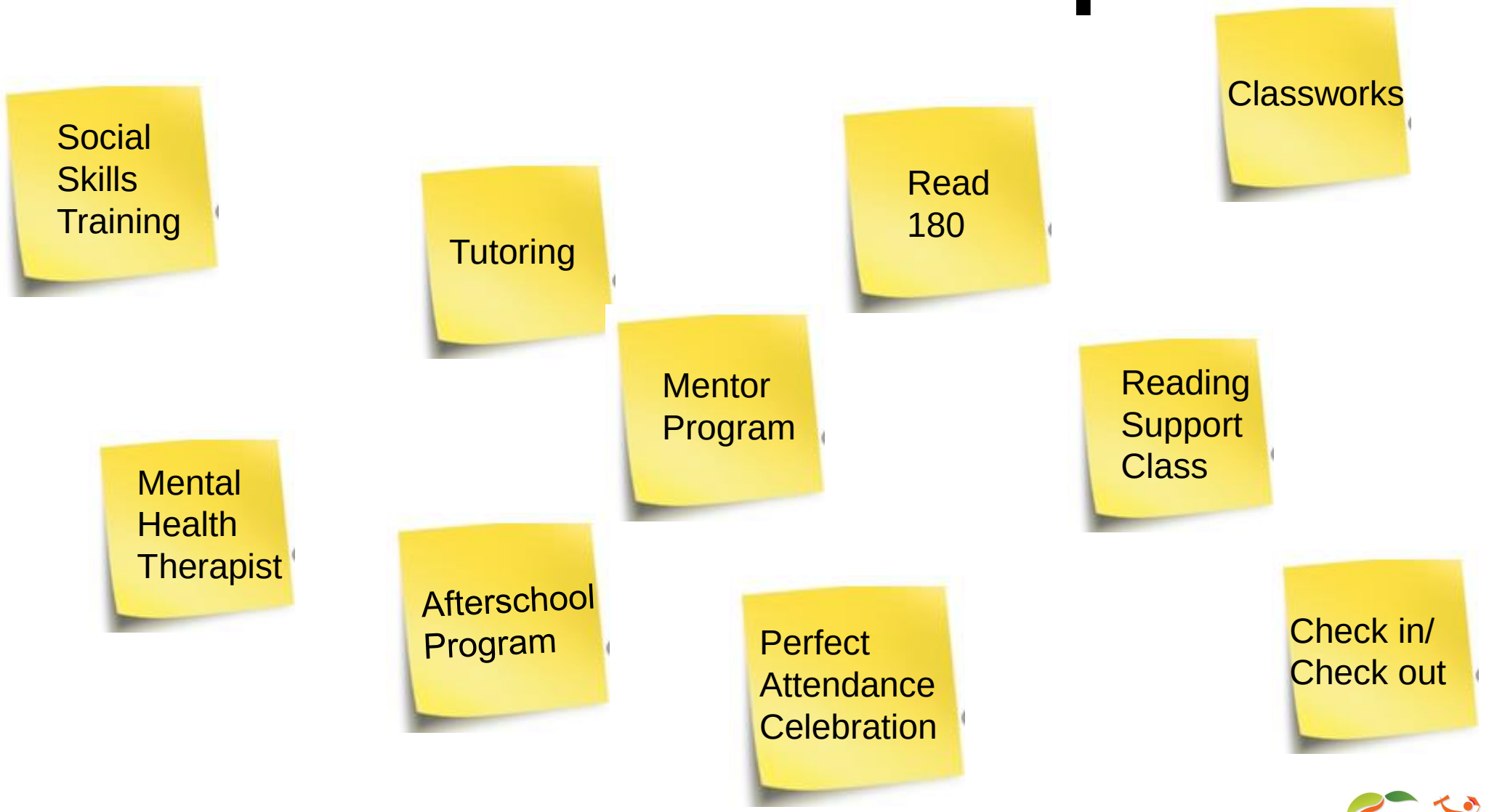


National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

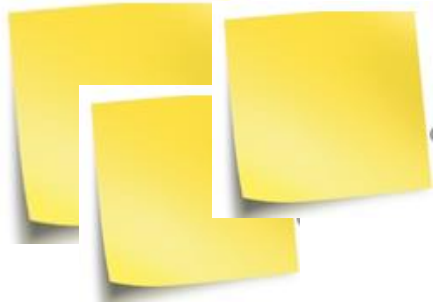


Identify the evidence-based interventions that you currently implement within your school.

Intervention Map



Map of Interventions

	Tier I-Universal All Students	Tier II-Preventive 15-20% of Students	Tier III-Intensive 5-10% of Students
ATTENDANCE			
BEHAVIOR			
COURSE PERFORMANCE			

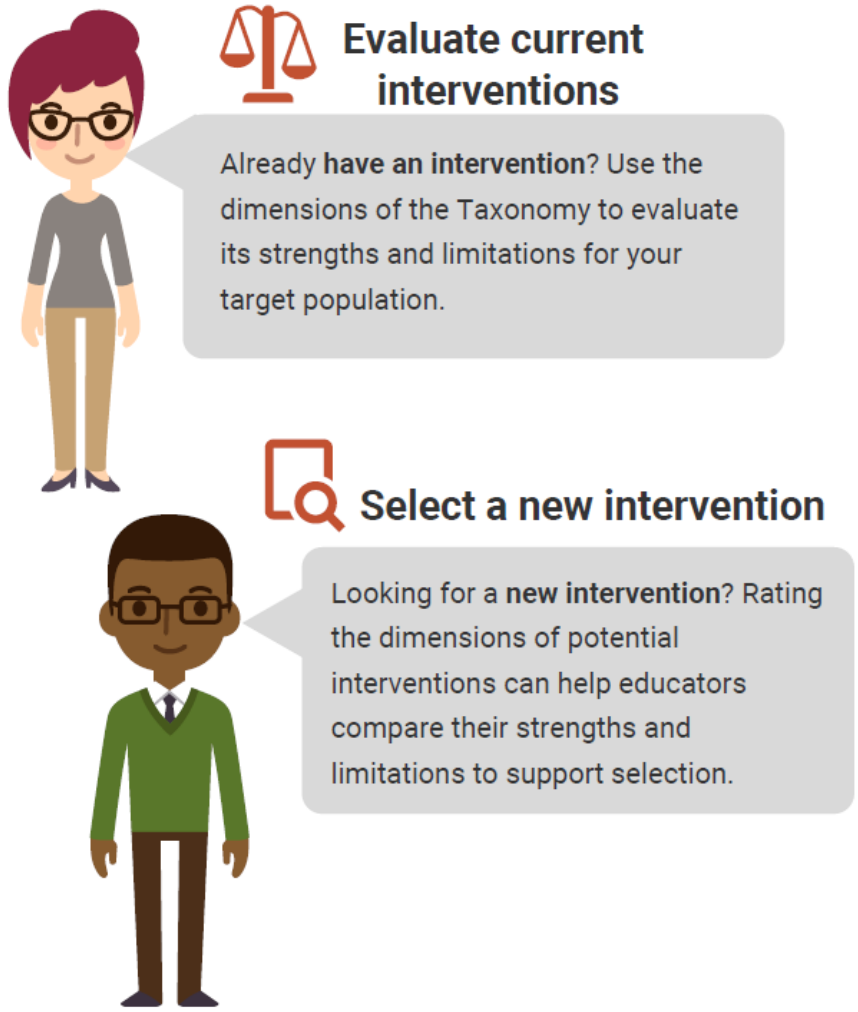
	Tier I-Universal All Students	Tier II-Preventive 15-20% of Students	Tier III-Intensive 3-5% of Students
Attendance (Example)	• Every absence brings a response • Create a culture that says attending everyday matters • Positive social incentives for good attendance • Data tracking by teacher teams	• Two or more unexcused absences in a month brings brief daily check by an adult • Attendance team (teacher, counselor, administrator, parent) investigates and problem solves (why isn't student attending)	• Sustained one-on-one attention and problem solving • Appropriate social service or community supports
Behavior			
Course Performance			

Purpose of Intervention Map:

- **Align Resources-** Don't buy what you don't need.
- **Identify gaps** in support.
- Compile a **comprehensive list** to ensure at-risk students have access to all available interventions/ supports.

Using the Taxonomy to Find the Best Intervention

- There are NO perfect interventions.
  - **BUT**
- Using the Taxonomy of Intervention Intensity can help you understand the strengths and weaknesses of your current intervention and support your selection of a new intervention.



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Taxonomy of Intervention Intensity: Behavior

loped based on existing research to support educators in

	for students with intensive intervention needs, sometimes expressed as a promising or le source (e.g., NCII Tools Charts, WWC).
	a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (c) exchange for backup reinforcers, and (d) receive corrective feedback.
	dresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses tches rewards to student's preferences and/or function of problem behavior, and (e) does not
	vention emphasizes how and when a student uses skills across contexts/situations and includes g skills across context/situations. The program reinforces the use of skills across
	rvention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent m behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with municating with parents.
	gram (a) can be easily integrated within context of academic instruction, (b) complements mic focus, and (c) includes procedures for reinforcing responses related to academic ent, work completion).
	ess for individualizing intervention, in which the educator systematically adjusts the sponse to ongoing progress monitoring, to address the student's complex learning needs.

he Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50(1)*, 35–43.

s at www.intensiveintervention.org.

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Taxonomy of Intervention Intensity: Academics

The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does *not* address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children, 50(1)*, 35–43.

This document was developed under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. HH326Q160001. Celia Rosenquist is the OSEP project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education.

WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

Step 1: Choose an intervention.	Step 2: Based on the implementation in your district. What do you think?	Step 3: Compare to What Works Clearing House Intervention Report
Intervention:		
Effect Size: What is the strength of the intervention (small/ minimum, moderate, strong)?		
Dosage: How is the intervention delivered? That is, the number of times that the student has the opportunity to respond and receive corrective feedback. Number of sessions Duration of sessions Student/ Teacher Ratio		
Alignment: What skill deficit(s) does the intervention address?		
Attention to transfer: Do you have evidence that the intervention demonstrates efficacy on standardized measures or measures of generalization?		

Group Activity

Step 1: Select Intervention
- Read 180
- Achieve 3000
- Level Literacy Intervention
- Check and Connect
- Wilson Reading

Step 2: Complete first column based on your experience or best guess

Strength

- How well does the intervention work for students with intensive intervention needs (**students below the 20th percentile**)?
- Considerations:
  - Has this intervention been **evaluated** empirically using scientifically sound, rigorous methodology?
  - What were the effects of the study?
    - For *group design studies*: What is the reported standardized mean **effect size** for this intervention, and what does it look like for students with intensive needs (<20th percentile)?
    - For *single-case design studies*: Is it identified as a promising or effective program by a reputable source (e.g., NCII Tools Charts, WWC)?

Strength	Effect Size
Small (minimum)	0.25 to 0.34
Moderate	0.35 to 0.49
Strong	0.50 or larger

Understanding Effect Size

Student Outcome	Early Elementary K–3		Upper Grades 4–9	
	Mean ES	No. of Effects	Mean ES	No. of Effects
Comprehension	.46	25	.09	37
Reading Fluency	.34	11	.12	8
Word Reading	.56	53	.20	22
Spelling	.40	24	.20	5

Note: ES = effect size

(Wanzek et al., 2013)

Effect Size

Additional program information *(continued)*

manual, rules notebook, dictation books, assessment materials, instructional videos, and manipulatives (including sound and word cards). For $59, teachers can access additional lesson plans, demonstrations, and weekly current event stories with an annual subscription to *Wilson Academy*. Student materials are purchased separately and include text readers (Steps 1–12), workbooks, and a magnetic journal with letter tiles. *Wilson* provides different levels of professional development and support for teachers, offering in-service professional development to school districts as well as public workshops. A two-day public professional development course costs $325.

Research

Nine studies reviewed by the WWC investigated the effects of *Wilson Reading System®*. One study (Torgesen et al., 2006) was a randomized controlled trial that met WWC evidence standards. The remaining studies did not meet evidence screens.

Torgesen et al. (2006) examined the effects of *Wilson Reading System®* on 71 third-grade students in eight school units[5] in Pennsylvania. Students in the comparison group participated in the regular reading program at their schools.[6]

Extent of evidence

The WWC categorizes the extent of evidence in each domain as small or moderate to large (see the What Works Clearinghouse Extent of Evidence Categorization Scheme). The extent of evidence takes into account the number of studies and the total sample size across the studies that met WWC evidence standards with or without reservations.[7]

The WWC considers the extent of evidence for *Wilson Reading System®* to be small for alphabetics, fluency, and comprehension. No studies that met WWC evidence standards with or without reservations addressed general reading achievement.

Effectiveness

Findings

The WWC review of interventions for beginning reading addresses student outcomes in four domains: alphabetics, fluency, comprehension, and general reading achievement.[8] The study included in this *Wilson Reading System®* report covers three domains: alphabetics, fluency, and comprehension. Within the alphabetics domain, the study reported on one construct: phonics.

Alphabetics. Torgesen et al. (2006) analyzed the group differences on four phonics outcomes in the alphabetics domain (Woodcock Reading Mastery Test–Revised (WRMT–R) word identification and word attack subtests and the Test of Word Reading Efficiency (TOWRE) phonetic decoding efficiency and sight word efficiency subtests). The authors reported statistically significant effects of the *Wilson Reading System®* on two of these outcomes (WRMT–R word identification and word attack subtests). The statistical significance of these findings was confirmed by the WWC. The average effect size across the three outcomes was large enough to be considered substantively important according to WWC criteria (that is, an effect size at least 0.25).

Fluency. Torgesen et al. (2006) examined the effect of the intervention on one outcome in this domain (the Oral Reading

5. A school unit consists of several partnered schools so that the cluster included two third-grade and two fifth-grade instructional groups. Because of the age range defined by the Beginning Reading review, only data of the third graders were included in this review.
6. For the purposes of this study, only word-level skill components of *Wilson Reading System®* were implemented, but the study noted that the complete version contains instructional routines and materials that also focus on comprehension and vocabulary.
7. The Extent of Evidence Categorization was developed to tell readers how much evidence was used to determine the intervention rating, focusing on the number and size of studies. Additional factors associated with a related concept, external validity, such as the students' demographics and the types of settings in which studies took place, are not taken into account for the categorization.
8. For definitions of the domains, see the Beginning Reading Protocol.

Dosage

- For ***academics***, we consider the number of opportunities that a student must respond and receive corrective feedback.
- For ***behavior***, we consider the number of opportunities a student must
  - respond (i.e., practice/demonstrate skill),
  - receive positive feedback (e.g., praise, tokens, points),
  - exchange for backup reinforcers, and
  - receive corrective feedback.

Variables That Impact Dosage

- Number of sessions (frequency of sessions)
- Duration of sessions
- Student-teacher ratio
- Number of practice problems provided

Dosage

Additional program information[1]

Developer and contact

Developed by Barbara Wilson, *Wilson Reading System®* is distributed by Wilson Language Training. Address: 47 Old Webster Road, Oxford, MA 01540. Email: info@WilsonLanguage.com. Web: www.wilsonlanguage.com/w_wrs.htm. Telephone: (508) 368-2399.

Scope of use

The *Wilson Reading System®* was originally designed in 1988 to teach reading and writing to students who experienced difficulties with written language from upper elementary school through adulthood. *Wilson Reading System®* has been implemented in public and private schools, clinics, adult education classes, family literacy programs, and home school settings across the United States. In 2002 *Fundations®* was designed for students in Kindergarten through third grade, building on the principles of the *Wilson Reading System®*. The number of students and schools using the *Wilson Reading System®* is not available.

Teaching

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Cost

The *Wilson Reading System®* instructional sets range from $149 to $500. Materials for the teacher include an instructor

Alignment: Academics

To what extent does the intervention

- address the full set of a specific student's academic deficits,
- not address skills the student has already mastered, and
- incorporate a focus on grade level standards?

Alignment: Behavior

How well the program

- addresses school-wide expectations,
- addresses classroom/teacher expectations,
- addresses student's skill deficits,
- matches rewards to student's preferences and/or function of problem behavior, and
- does not address extraneous skills.

Alignment

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Beginning Reading | July 2, 2007

Wilson Reading System®

Program description[1]

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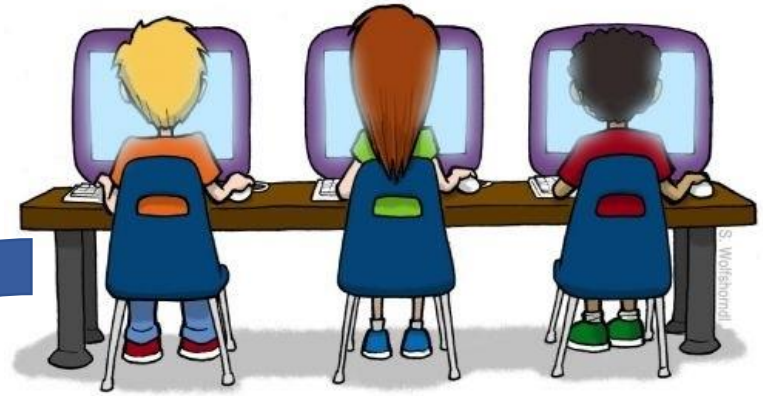
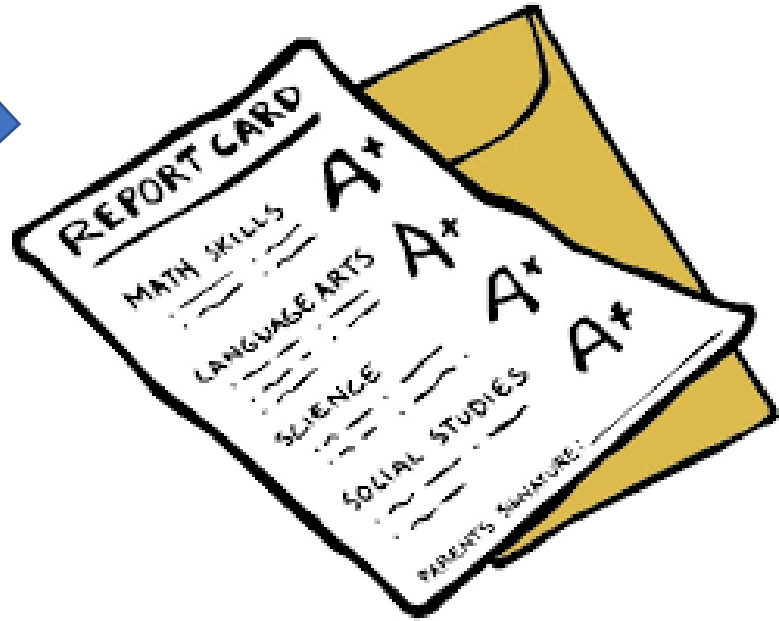
Attention to Transfer Academics

To what extent is an intervention *systematically designed* to

- help students transfer skills they learn to **other formats and contexts,**
- help students realize the **connection between mastered and related skills**, and
- **demonstrate efficacy on standardized measures or measures of generalization**?

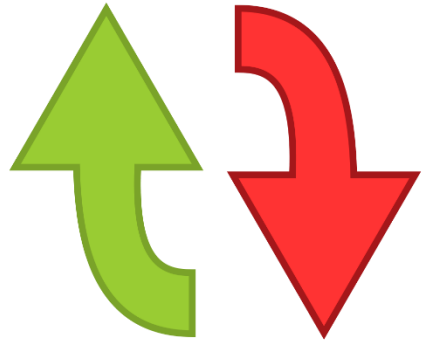




"generalization"

Attention to Transfer: Behavior

- The extent to which an intervention emphasizes *how* and *when* a student uses skills across contexts/situations and includes opportunities to practice using skills across contexts/situations.
- The program reinforces the use of skills across contexts/situations.



Attention to Transfer

Appendix A2.1 **Outcome measures in the alphabetics domain**

Outcome measure	Description
Phonics	
Test of Word Reading Efficiency (TOWRE): Phonetic Decoding Efficiency subtest	The TOWRE is a standardized, nationally normed measure. The phonetic decoding efficiency subtest measures the number of pronounceable printed nonwords that can be accurately decoded within 45 seconds (as cited in Torgesen et al., 2006).
TOWRE: Sight Word Efficiency subtest	The TOWRE is a standardized, nationally normed measure. The sight word efficiency subtest assesses the number of real printed words that can be accurately identified within 45 seconds (as cited in Torgesen et al., 2006).
Woodcock Reading Mastery Test–Revised (WRMT–R): Word Identification subtest	The word identification subtest is a test of decoding skills. The standardized test requires the child to read aloud isolated real words that range in frequency and difficulty (as cited in Torgesen et al., 2006).
WRMT–R: Word Attack subtest	This standardized test measures phonemic decoding skills by asking students to read pseudowords. Students are aware that the words are not real (as cited in Torgesen et al., 2006).

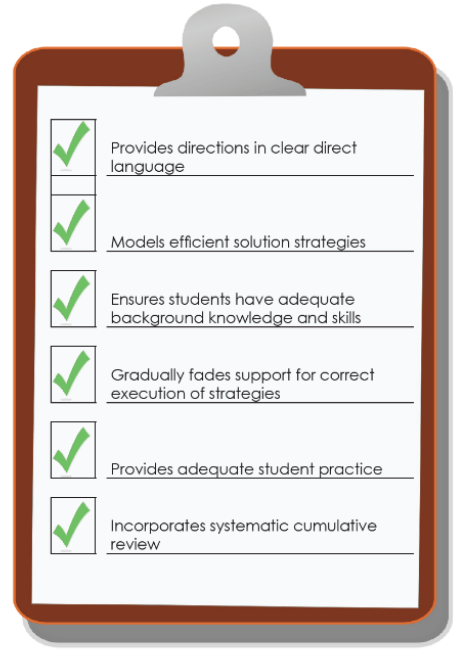
Appendix A2.2 **Outcome measure in the fluency domain**

Outcome measure	Description
Edformation Oral Fluency Assessment	This test measures the number of words correct per minute (WCPM) that students read using three brief grade-level passages (AIMSweb, as cited in Torgesen et al., 2006). These passages include both fiction and nonfiction text. The norms for this test are updated by Edformation each school year.

Appendix A2.3 **Outcome measures in the comprehension domain**

Outcome measure	Description
Reading comprehension	
Group Reading Assessment and Diagnostic Evaluation (GRADE): Passage Comprehension subtest	The GRADE is an untimed, norm-referenced standardized test. The passage comprehension subtest includes a passage of text and corresponding multiple-choice comprehension questions (as cited in Torgesen et al., 2006).
WRMT–R: Passage Comprehension subtest	In this standardized test, comprehension is measured by having students fill in missing words in a short paragraph (as cited in Torgesen et al., 2006).

Comprehensiveness: Academics



Reflects the number of explicit instruction principles that the intervention incorporates. Examples:

1. Provides explanations in simple, direct language.
2. Models efficient strategies (e.g., decoding unknown words) instead of expecting students to discover strategies on their own.
3. Ensures that students have the necessary background knowledge and skills to succeed with these strategies.
4. Gradually fades support for students' correct execution of these strategies.
5. Provides practice so that students use the strategies to generate many correct responses.
6. Incorporates systematic cumulative review.

Comprehensiveness = Explicit Instruction

- Explicit instruction is “a way of teaching where the teacher selects an important objective, models the skills being taught, and provides scaffolded practice to help a student achieve mastery” (Kearns, 2018).
- Explicit instruction has long been the gold standard when intervening with students with and at risk for learning disabilities (Ciullo, Sabrina Lo, Wanzek, & Reed, 2016; Scammacca, Roberts, Vaughn, & Stuebing, 2015).

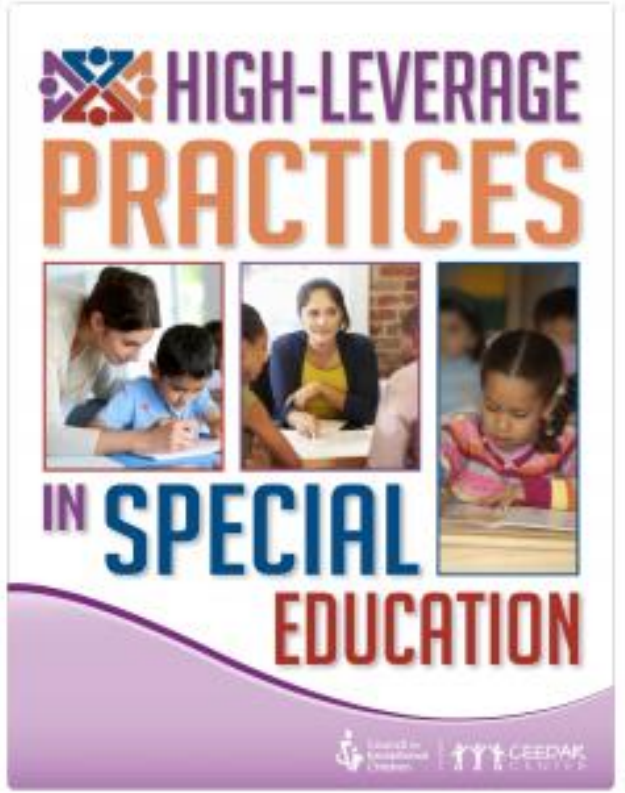
High-Leverage Practices

Developed by the Council for Exceptional Children and the CEEDAR Center, high-leverage practices are 22 essential special education techniques that all K-12 special education teachers should master for use across a variety of classroom contexts. Learn more about these practices in the guidance document High-Leverages Practices in Special Education.

This interactive alignment tool, developed in collaboration with CEEDAR, identifies which IRIS resources provide information on HLPs.

- Assessment (12)
- Collaboration (9)
- Instruction (43)
- Social/Emotional/Behavioral (26)

IRIS CENTER



Comprehensiveness: Behavior

The extent to which the intervention includes a plan for

- teaching appropriate behavior;
- adjusting antecedent conditions to prevent problem behavior;
- reinforcing appropriate behavior;
- minimizing reinforcement for problem behavior;
- fading supports;
- monitoring fidelity;
- working in conjunction with related services; and
- communicating with parents.

Comprehensiveness

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Beginning Reading | July 2, 2007

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Behavioral Support in Academic Interventions

Behavioral support refers to the extent to which interventions incorporate

- methods to **promote self-regulation and executive function and**
- behavioral principles to **minimize non-productive behavior**.

Self Regulation

The ability to manage your emotions and behavior in accordance with the demands of the situation

Executive Function

A set of processes that all have to do with managing oneself and one's resources in order to achieve a goal

These make up the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

Behavioral Support for Academic Interventions

Additional program information[1]

Developer and contact

Developed by Barbara Wilson, *Wilson Reading System®* is distributed by Wilson Language Training. Address: 47 Old Webster Road, Oxford, MA 01540. Email: info@WilsonLanguage.com. Web: www.wilsonlanguage.com/w_wrs.htm. Telephone: (508) 368-2399.

Scope of use

The *Wilson Reading System®* was originally designed in 1988 to teach reading and writing to students who experienced difficulties with written language from upper elementary school through adulthood. *Wilson Reading System®* has been implemented in public and private schools, clinics, adult education classes, family literacy programs, and home school settings across the United States. In 2002 *Fundations®* was designed for students in Kindergarten through third grade, building on the principles of the *Wilson Reading System®*. The number of students and schools using the *Wilson Reading System®* is not available.

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Cost

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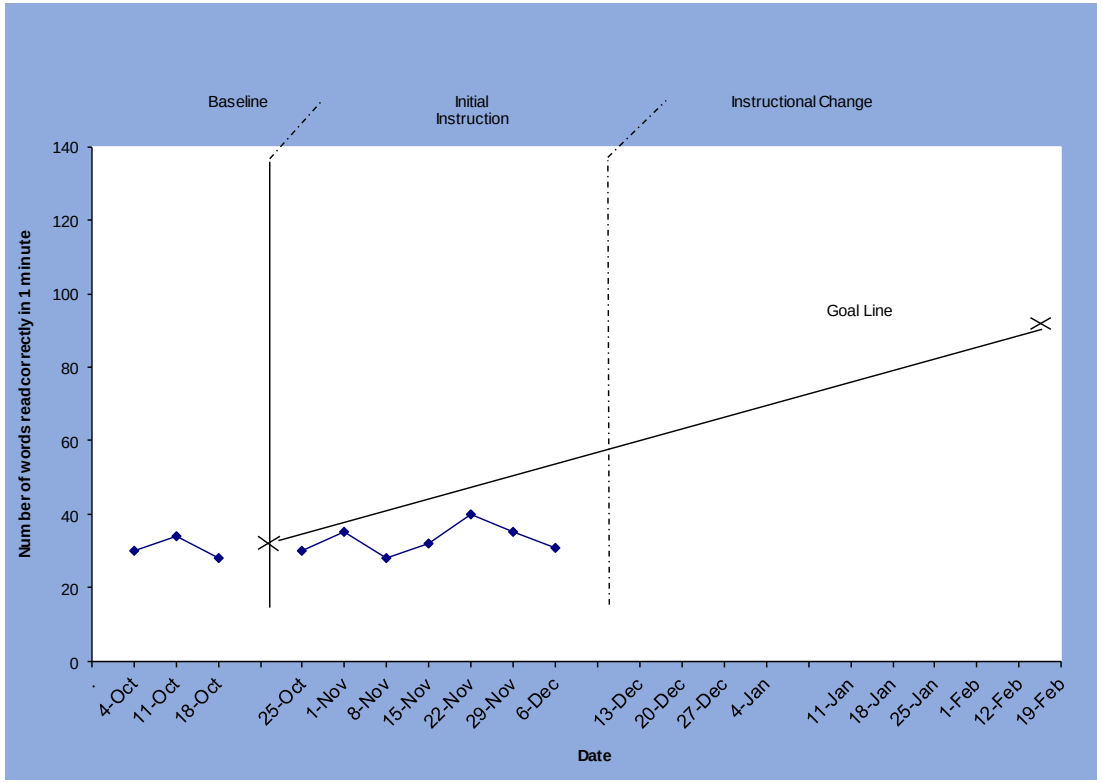
Learn More About Behavioral Supports

Academic Support for Behavior Intervention

- Are behavioral interventions easily integrated within the context of academic instruction?
- Does it complement rather than supplant the academic focus?
- Does it include procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion)?

Individualization

A **validated, data-based process for individualizing intervention**, in which the special educator or interventionist systematically adjusts the intervention over time, in response to **ongoing progress-monitoring data**, to address the student's complex learning needs.



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Step 1: Choose an intervention.	Step 2: Based on the implementation in your district. What do you think?	Step 3: Compare to What Works Clearing House Intervention Report
Intervention:		
Effect Size: What is the strength of the intervention (small/ minimum, moderate, strong)?		
Dosage: How is the intervention delivered? That is, the number of times that the student has the opportunity to respond and receive corrective feedback. Number of sessions Duration of sessions Student/ Teacher Ratio		
Alignment: What skill deficit(s) does the intervention address?		
Attention to transfer: Do you have evidence that the intervention demonstrates efficacy on standardized measures or measures of generalization?		

Group Activity

Step 3: Using the What Works Clearing House Intervention Report to complete column 3

Compare to how the intervention is being implemented in your school or district.

Evidence is Important,

But It's Not the Only Thing

From the IRIS Center

- You need to take into account the unique characteristics of the children and families or students you are working with and the setting in which the practice or program will be implemented.

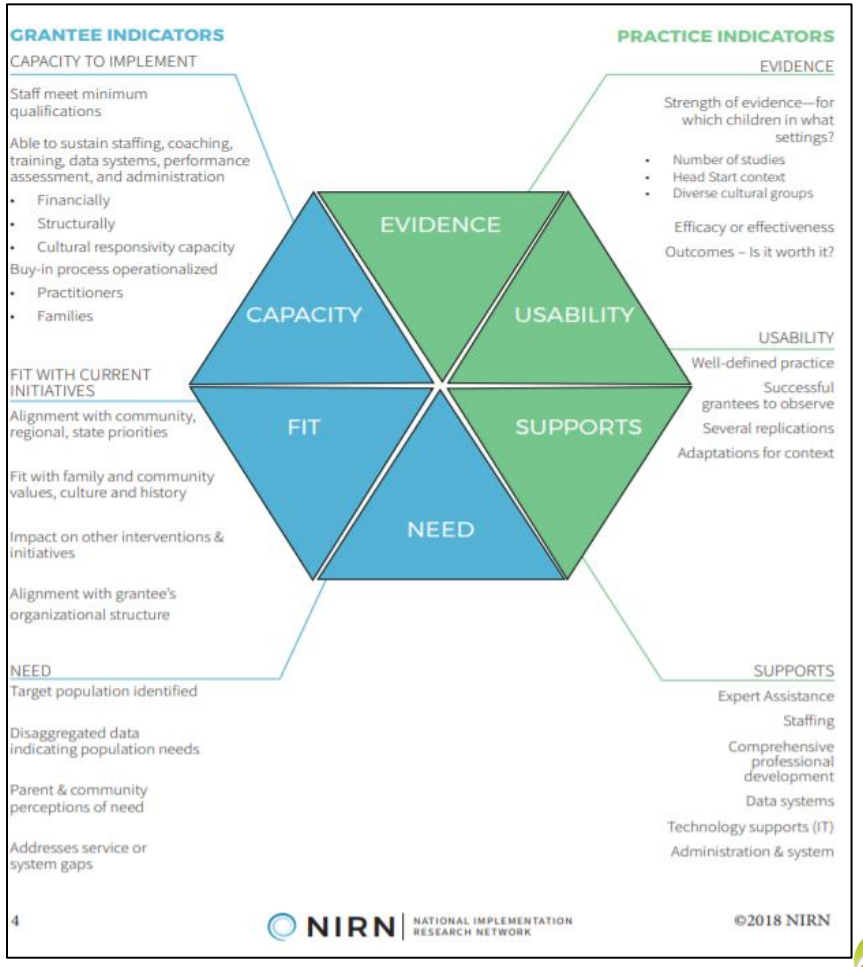
- You must consider your local resources and whether or not the EBPs can be supported.

Fit and Feasibility

The School Improvement Specialist Field Guide Feasibility Worksheet Tool 4.3

Questions	*Yes/No*
Does the culture of the school support the expected behaviors the project supports?	
Is sponsorship for the project and its related initiatives assured in the long term?	
Is there oversight or governance of the planned project in place beyond the immediate launch or refocus?	
Is there evidence that you can get adequate funding over the time required for the project to be effective? (For example, if a grant is available to start the work, what funding source will keep the work going after the grant expires?)	
Are expected new behaviors integrated in jobs, performance measures, and evaluations? (For example, if the new behaviors are seen as "outside of the regular work," it will be difficult to sustain them.)	
Are resources committed in the long term to support the adoption of new behaviors? (For example, will resources for retraining or coaching be available after the start-up?)	
Is the infrastructure in place to support the interventions? (Does the plan show the people, time, working arrangements, etc. needed to get the proposed work done?)	
Do current leadership and administrative practices support the new behaviors necessary to carry out the project? (For example, do job descriptions and roles and responsibilities support doing the work of the project?)	
Is there a planned process for monitoring outcomes and impact and measuring progress and results that will give feedback in time to make adjustments?	
Will the change each intervention produces be enough to outweigh the estimated cost and effort?	
Will the targeted results be accepted as achievement or success? (For example, is everyone in agreement on what effectiveness and success look like?)	
Are all proposed interventions aligned with each other so that they work together to achieve the desired state of performance and results? (For example, are improved recruiting processes aligned to the plans of the school to improve specific student outcomes?)	
Will there be a critical mass of internal stakeholders to support this effort? (Critical mass is 51 percent of the right people—those who have the influence to bring others along to support the effort, those who can offer resources or support, and those who could stall progress or prevent the work from being sustainable.)	
Will there be a critical mass of external stakeholders to support this effort?	

The Hexagon: An Exploration Tool



School Completion Toolkit
Step 2: Select Intervention

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/5-steps-School-Completion-Toolkit.aspx

Georgia Department of Education

Session Goal

The participant will be able to utilize electronic resources and tools to aid in the selection and evaluation of appropriate evidence-based interventions.

QUESTIONS

Contact Information

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Session Feedback

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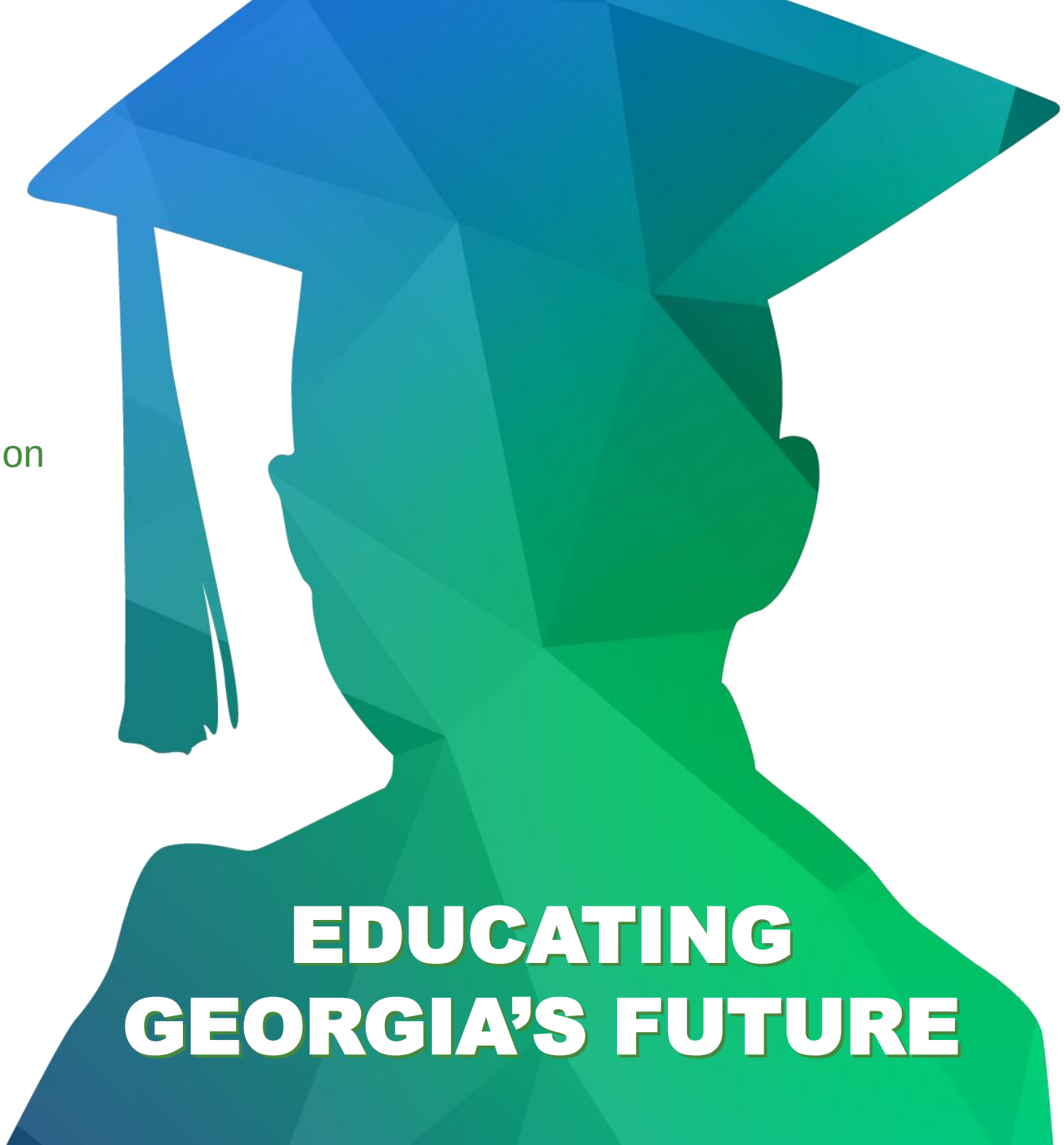

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