

Selecting Evidence-Based Practices to Improve Student Outcomes

Transcript – Part 1

[MUSIC]

[Title Card] Selecting Evidenced-Based Practices Part One

[Logo] GA DOE (Georgia Department of Education)

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

[Logo] OSEP (U.S. Office of Special Education Programs) with
[Disclaimer] The contents of this video were developed under a grant from the US Department of Education, H323A120020. However, those contents do not necessarily represent the policy of the US Department of Education and you should not assume endorsement by the Federal Government.

Don't' Dropout...GraduateFirst [animation]

Welcome to Selecting Evidenced Based Practices Part One (1). What we are going to be looking at is our two learning targets. The first learning target is I can describe a process for determining the type of evidence-based practices or interventions necessary to improve outcomes for targeted students. And the second learning target is: I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices and interventions.

Now, these two learning targets will serve for seven (7) different parts of this professional learning and each part will focus on a specific aspect that we need in order to meet one or both of these learning targets. So, the learning target we're going to start with is, I can describe a process for determining the type of evidence-based practices or interventions necessary to improve outcomes for targeted students.

There are two questions that we need to ask and answer before we can select an evidence-based practice. And the first question we have to ask and answer is "Who are our targeted students?" Now this seems like a simple question. We've identified our students. We have 50 or a certain number of

targeted students; we know them by name; we know who they are, but when I ask the question, “who are our targeted students?” I’m asking us to dig deeper. I’m asking us to look at why have we targeted these specific students? Who are these targeted students in terms of what they need? So in Graduate First we look at Attendance, we look at Academic performance and we look at Behavior. So the first thing I am going to do when I look at who our targeted students are, is I’m going to sort these students into students who have issues or problems with attendance. Students who have issues or problems with academic performance and/or students who have issues or problems with behavior. And once I have them sorted into groups, then I’m going to actually look at root causes for their being in each group. And we’re going to take a really deep look at that as we go through. So it is importance to know that, when we’re looking at who our targeted students are, just having one group of 50 is not sufficient for identifying who they are. We have to dig deeper and find out why are these students targeted? What are their specific needs? And once we have that information then we can move to the second question.

And the second question that we ask is: “What is an Evidenced-based practice or intervention and which of those Evidenced-based practice or interventions do we want to use with our targeted students?” and specifically, with our sub-groups of our targeted students that we’ve grouped for each of these areas that we’re working to improve student outcomes. So I want to talk a little bit in this first section, about what makes an Evidenced-based practice or an Evidenced-based intervention.

Truly, I could go to five (5) different resources and find five (5) different explanations of what an Evidenced-based practice or intervention is, so I want to clarify what I am talking about when I talk about an Evidenced-based practice or intervention as well as what I am talking about when I talk about a Research Based practice or intervention.

Uhm, an Evidenced-based [practice or intervention] to me is a collection of research. Studies that have been replicated. Or looking at a particular thing such as Attendance and looking at it over time with several different studies, so that I see that there is a practice that is consistently and continually improves Attendance. That for me becomes an Evidenced-based practice or an Evidenced-based intervention. And the key here is multiple studies replicated in order to show that there is a broad Evidenced-base for the practice or the intervention that I want to implement.

Now, how does that distinguish from a Research based practice or intervention? And again, remember this is often semantic. You will hear people use these interchangeably, but I think clarifying differences between them helps us to choose more appropriately. So for me and when I am speaking in all seven parts [of this Selecting Evidenced-based Practice Series] if I talk about an Evidenced-based practice or an Evidenced-based intervention what are, excuse me, a ***Research Based Practice or a Research Based intervention***, what I mean is a practice or intervention that has at least one study to support its use and to support its effectiveness. And you can see one study that is Not replicated is not nearly as strong as an Evidence Based. I might even have a couple of studies with conflicting results and I can say I have a research based here, but I don't have that broad base of evidence ; that collection of evidence over time, or replications of studies to show. I just have one (1) or two (2) studies that indicated that this has potential or that has worked in one (1) study or two (2) studies. Now the other thing with the research-based strategies or intervention that you have to be very careful of is, often times if someone wants to sell you a product or sell you a program, they will have a research base. You have to be very careful at looking at, if I want to adopt program A, strategy A, intervention A and their research base is: the research has been conducted by the group or the institution or the person who wants to sell me Program A or intervention A or whatever, I'm going to look very, very carefully at that, because that group or person has a vested interest in making that research show positive results. So, I much more content with an Evidenced-based that has multiple studies performed by multiple groups or multiple people that shows that it improves student outcomes.

Now there's one (1) other think that I want to mention. We can also have something called anecdotal evidence. So somebody may have tried something. They may have tries it at a specific school that you know or specific classroom that you know and anecdotally this worked. I did A and B happened. And what the problem here is that in order to have an Evidenced-based, generally we first start with an anecdotal evidence, and somebody says, "Wow, that worked, let's do a study." So from anecdotal evidence you have a research base because you have a study and we showed that yes, it worked or it didn't. And then in order to show that it's really consistent, that these results are consistent over time and with different populations or with different schools or different whatever, then we have more studies we've replicated and we have an Evidenced-based. So you can

see that it's a continuum. That doesn't mean you won't ever use an intervention or practice that just has a research base. It doesn't mean that you might not try something on your own that has an anecdotal evidence-base. But it means that our real target when we're working with Graduate First, is to find an Evidenced-based practice or intervention. That practice or intervention that has been proven across time and place with replicated studies to improve student outcome. That's where we're going to get the most bang for our buck.

So again, in order to describe a process for determining the type of evidence-based practices/interventions necessary to improve outcomes for targeted students we need to answer two questions. Who are our targeted Students? And What is an evidence-based practices/intervention? And then once we have that established we need to look at anything we might say we are going to use – Does this have an evidence-based? How strong is the evidence-base? Does it just merely have a research base and with that research base, how strong is that research base? I mean is this study a blind study? Is it a study by a vested interest? What is it? So those are the two questions that we're going to answer.

So, I'm Cynde Snider from the Division of Special Education at the GA Department of Education and please join us for Part Two (2) of Selecting Evidence-Based Practices to Improve Student Outcomes.

[MUSIC]

[Title Card] Selecting Evidenced-Based Practices Part One:

[Logo] GA DOE (Georgia Department of Education)

[Logo] OSEP (U.S. Office of Special Education Programs) with
[Disclaimer] The contents of this video were developed under a grant from the US Department of Education, H323A120020. However, those contents do not necessarily represent the policy of the US Department of Education and you should not assume endorsement by the Federal Government.

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

[Animation] Don't' Dropout...GraduateFirst