

Selecting Evidence-Based Practices to Improve Student Outcomes

Transcript – Part 6

[MUSIC]

[Title Card] Selecting Evidenced-Based Practices Part Six (6)

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

Welcome to Selecting Evidenced Based Practices to Improve Student Outcomes. Part six (6). This is six (6) of seven (7) sessions on Selecting Evidenced Based Practices. I hope you have seen the previous five (5). If not you might want to go back and take a look at those before proceeding with part six (6). We have two (2) learning targets for the entire series of seven (7) sessions: I can describe a process for determining the type of evidence-based practices or interventions necessary to improve student outcomes for targeted students. We dealt with those in session one (1) through four (4). And, I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices or interventions. Part five (5) as well as part six (6), this session, deal with this learning target: I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices or interventions.

What we are going to look at today is a website called What Works Clearing House. Now What Works Clearing House has several features and the feature we're going to look at is called find what works. And, again, the resources and the websites and the links will be included in the resources that you have with this power point. So when I go to Find What Works, I have in the left hand column a list of different criteria, so I can look at the

descriptors for the students for whom I'm looking for an intervention. For example, I can look for grade level. If I'm looking for an intervention for students in kindergarten to grade three (3) I would check that, a box that indicated those students. If I'm looking for an intervention dealing with reading, I would check that box. There are several categories here, I can select the descriptors in each of those categories and then, What Works Clearing House, will sort interventions and will give me a list of appropriate interventions for that targeted need that targeted age band, etc.

So here, I have filtered, so that I am looking for a reading intervention. And I'm looking for a reading intervention that is a positive intervention. What I get is a list, this is only a partial list, but what you see is, I see the name of the intervention, the type of intervention that it is, the type of students that have been studied in the application of that intervention because What Works Clearing House gives us evidence-based interventions and also tells us the strength of that intervention. Is this intervention, does it have a strong evidence-base? Does it have a weak evidence-base? Does it have a moderate evidence-base? And what we determine is, we use evidence-based interventions that have a moderate evidence-based or a strong evidence-base. We reject interventions that have a weak evidence-base. This website will also tell you about the effectiveness rating and the extent of the evidence. So you can take a look and you can see a continuum, all different kinds of information that you can get. So you can actually look at going down a number of interventions and you can compare and contrast them on this website and select the one that you think might work best for you. Now another thing you might consider when you are looking at this, not all of the interventions that are provided or listed on What Works Clearing House are free. So one of the things that John Hattie tells us when he is dealing with effect sizes, is we might have a practice or a strategy that has an effect size of let's say .75. We might have another practice or intervention that has an effect size of .6. Both of those are positive effect sizes, things that we would like to have. But the .6 intervention does not cost anything and it is very easy to train and implement. While the .75 has a cost involved or requires a great deal of training, or requires a great deal of time. We might logically choose the intervention that has a smaller effect size because of ease of implementing and cost. So they're all kinds of factors that we need to make sure to take into consideration to find not only the right intervention or practice for the student or sub-group of students, but also, for our school and our district. Something that we can implement and we can sustain effectively.

So then, I've decided on an intervention I want to look at and here I am looking at peer assisted learning strategies, and we call this PAL often. And what this does is then I can get a report summary that is going to describe it. It's actually going to give me some really good information about the research that went into it, so I can then figure out how or what this is and what I want to do. Now once I decide that I want to use Peer Assisted Learning strategies, I'm going to look other places, maybe some more into What Works Clearing House, to find a good place that actually describes the process and the procedures for me to implement this. So in this case, for example, PAL strategies, Peer Assisted Learning strategies, the IRIS website, and that's IRIS, out of the University of Vanderbilt, actually has a step by step process for implementing Peer Assisted Learning. So once I decide on an intervention, I am going to gather more information about that intervention so that I can find exactly what the core components are, exactly how they have to be implemented with fidelity and exactly the kind of time, frequency and duration and the things that I need to use to implement this particular practice or intervention.

So, again, I'm Cynde Snider from the GA Department of Education and I hope you'll join us for Part Seven (7), which is the final session of Selecting Evidence-Based Practices.

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