

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

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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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# Interventions—What Works Clearinghouse

Home



## 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...

### Topic/Outcome Domains

(Click  to expand)

- Children and Youth with Disabilities (14)
- Dropout Prevention (19)
- Early Childhood Education (27)
- English Language Learners (11)
- Literacy (74)
- Math (38)
- Science (5)
- Student Behavior (19)

Select a topic/outcome to see more filters.

*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.

Intervention	Type	Improvement Index	Effectiveness Rating	Extent of Evidence
Fast Forward! Language	English Language Learners	88		
Instructional Communication and Literacy Knowledge	English Language Learners	81		
Read 180®	English Language Learners	74		Small
Peer Tutoring and Response Group	English Language Learners	67		Small
Teacher's Supplement Program for English Language Learners and Dual Language (TSP)	English Language Learners	67		Small
Multisyllabic Segmented Reading and Comprehension (MSRC)	English Language Learners	64		Small

# Interventions—What Works Clearinghouse

**?** Find what works for...

[Reset Search](#)

## Topic/Outcome Domains

(Click  to expand)

- Literacy (10)
- Reading comprehension (10)**

## Grade

- PK (0)
- 4 (9)
- 9 (5)
- K (2)
- 5 (10)**
- 10 (2)
- 1 (8)
- 6 (10)
- 11 (0)
- 2 (7)
- 7 (6)
- 12 (0)
- 3 (8)
- 8 (6)

## Effectiveness Rating

- Positive or Potentially Positive (10)**
- Positive Effects (0)
- Potentially Positive Effects (10)
- Mixed Effects/No Discernible (4)
- Negative or Potentially Negative (0)

## Extent of Evidence

- Small (5)
- Medium to Large (5)

## Delivery Method


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

## Results. 10 Interventions found

Your filters: **Literacy** ✕ | **Reading comprehension** ✕ | **Grade – 5** ✕  
 | **Positive or Potentially Positive** ✕ | **Remove all** ✕

Results by  
Outcome  
Domain

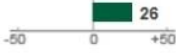


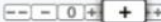
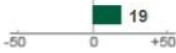

Research  
Details

SORT BY *Improvement index: high to low*  **SORT** **PRINT**

Jump to findings for: 

- Reading comprehension

## Reading comprehension

Intervention	Topic	Improvement Index	Effectiveness Rating	Extent Of Evidence
Peer-Assisted Learning Strategies	Children and Youth with Disabilities (Students with Learning Disabilities)	 26		Small
Project CRISS®	Literacy (Adolescent)	 20		Medium to Large
Peer-Assisted Learning Strategies	Literacy (Adolescent)	 19		Small

# Interventions—What Works Clearinghouse

## Peer-Assisted Learning Strategies

 [Download Full Report \(688 KB\)](#)

### 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

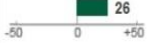


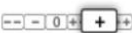

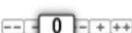
*Peer-Assisted Learning Strategies (PALS)* is a supplemental peer-tutoring program in which student pairs perform a structured set of activities in reading or math (*PALS Reading* and *PALS Math*, respectively). During the 30-35 minute peer-tutoring sessions, students take turns acting as the tutor, 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 ?

Student Outcome	Improvement Index (percentile gain for average student)	Effectiveness Rating	Extent Of Evidence
Reading comprehension	 26		Small
Reading fluency	 14		Small
Mathematics achievement	 9		Small

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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