Module Home

**Outline­**

**Evidence-Based Practices (Part 1)**:

Identifying and Selecting a Practice or Program

* Module Description: This module, the first in a series of three, discusses the importance of identifying and selecting evidence-based practices (est. completion time: 1.5 hours).
* Link: Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity [IRIS Module]
* Link: Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity [IRIS Module]

Challenge

* Video: As an education professional, you want to use effective practices…

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Initial Thoughts

* What is an evidence-based practice or program (EBP)?
* How can education professionals identify and select evidence-based practices or programs?

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Perspectives & Resources

* Module Objectives
* Understand what an evidence-based practice or program is
* Be able to identify and use trustworthy sources to find EBPs
* Know how to match a practice or program to your resources and student needs
* Understand how to evaluate the research on a practice or program to decide whether the evidence supports its use

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* Page 1: What Is an EBP?
* Educators often use the well-established and commonly used practices…
* Unfortunately, identifying and selecting an EBP is… [bullet points]
* For Your Information
* Common EBP terms [table]
* Audio: Bryan Cook discusses the differences between evidence-based…

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* Page 2: Why Educators Should Use EBPs
* The reasons why educational professionals should use EBPs are…
* Treatment A/Treatment B [table]
* Link: Every Student Succeeds Act (ESSA) [definition]
* Link: Individuals with Disabilities Education Act (IDEA ’04) [definition]
* Link: scientifically based research [definition]
* Benefits
	+ Among the benefits of implementing EBPs… [bullet points]
	+ Audio: Larry Wexler elaborates on the importance…
	+ Audio: Bryan Cook elaborates on the importance…

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* Page 3: Considerations when Identifying or Selecting an EBP
* Now that you know what an EBP is and how it could benefit you…
* You need to consider… [bullet points]
* Students and Setting
	+ Below are some questions to consider when trying… [bullet points]
* Resources
	+ Below are some guiding questions… [bullet points]
		- Link: fidelity checklist [definition]
	+ For Your Information
* Evidence Level
	+ For Your Information
	+ Audio: Listen as Larry Wexler raises additional considerations…
	+ Audio: Listen as Tom Kratochwill raises additional considerations…
	+ Activity
		- Link: Click to review her completed worksheet [PDF]
		- Audio: Bryan Cook shares his thoughts on what practice…

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* Page 4: Resources: Birth to Three
* Early intervention refers to services provided to infants and…
* For Your Information
* Audio: Sam Odom discusses why it is important to consider…
* Audio: ML Hemmeter discusses why it is important to consider…
* Link: EBP resources that target infants and toddlers [drop-down menu]
	+ Link: Center for Early Literacy Learning (CELL) [website]
	+ Link: Center on the Social and Emotional Foundations… [website]
* Link: EBP resources that target children, including… [drop-down menu]
	+ Link: Center on Instruction (COI) [website]
	+ Link: Child Trends [website]
	+ Link: Division for Early Childhood (DEC) [website]
	+ Link: Home Visiting Evidence of Effectiveness (HomVEE) [website]
	+ Link: National Professional Development Center on… [website]
	+ Link: Promising Practices Network (PPN) [web page]
	+ Link: SAMHSA’s (Substance Abuse and Mental Health… [website]
	+ Link: Social Programs That Work (Coalition for… [website]
	+ Link: Technical Assistance Center on Social… [web page]
* Link: Training resources for personnel working with… [drop-down menu]
	+ CONNECT [website]
* Link: Evidence-Based Practice Summaries [web page]
* Activity
	+ Link: EBP Comparison Worksheet [PDF]

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* Page 5: Resources: Three to Five
* Although the term “early childhood” broadly refers to the population…
* For Your Information
* Link: EBP resources that target young children [drop-down menu]
	+ Link: Center for Early Literacy Learning (CELL) [definition]
	+ Link: Center on the Social and Emotional Foundations… [website]
	+ Link: Division for Early Childhood (DEC) [website]
	+ Link: Technical Assistance Center on Social… [web page]
* Link: EBP resources that target children, including… [drop-down menu]
	+ Link: Best Evidence Encyclopedia (BEE) (Center for… [website]
	+ Link: Center on Instruction (COI) [website]
	+ Link: Child Trends [website]
	+ Link: Collaborative for Academic, Social, and Emotional… [website]
	+ Link: Home Visiting Evidence of Effectiveness (HomVEE) [website]
	+ Link: National Professional Development Center on… [website]
	+ Link: Promising Practices Network (PPN) [web page]
	+ Link: SAMHSA’s (Substance Abuse and Mental Health… [website]
	+ Link: Social Programs That Work [website]
	+ Link: What Works Clearinghouse (WWC) [website]
* Link: Training resources for personnel working with… [drop-down menu]
	+ Link: Connect [website]
* Link: Evidence-Based Practices Summaries [web page]
* Activity
	+ Link: EBP Comparison Worksheet [PDF]

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* Page 6: Resources K–12th Grade (Including Transition)
* Because there is a range of ages and ability levels among students…
* Link: secondary transition [definition]
* Link: Click for a list of organizations that are… [drop-down menu]
	+ Link: Best Evidence Encyclopedia (BEE) (Center for… [website]
	+ Link: Center on Instruction (COI) [website]
	+ Link: National Center on Intensive Intervention (NCII) [website]
	+ Link: National Technical Assistance Center on… [website]
	+ Link: Promising Practices Network (PPN) [web page]
	+ Link: Social Programs That Work (Coalition for… [website]
	+ Link: National Professional Development Center on… [website]
	+ Link: Teaching LD [website]
	+ Link: What Works Clearinghouse (WWC) [website]
	+ Link: OSEP Ideas That Work [website]
	+ Link: Collaborative for Academic, Social, and Emotional… [website]
	+ Link: Doing What Works (DWW) [web page]
* Link: Evidence-Based Practice Summaries [web page]
* Activity
	+ Link: EBP Comparison Worksheet [PDF]

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* Page 7: No Suitable EBP: Now What?
* If you have searched the list(s) of recommended sources for an…
* There are several options… [bullet points]
* Review the Research Literature
* Perform a Literature Search
	+ Some sources to search are… [bullet points]
	+ For Your Information
		- Link: peer-reviewed professional journals [definition]
		- Link: meta-analysis [definition]
		- Link: research synthesis [definition]
		- Link: review [definition]
* Identify Potential Practices or Programs
	+ Research Article Section/Information Found in the Section… [table]
		- Link: effect size [definition]
		- Link: statistically significant effect [definition]
		- Link: percentage of non-overlapping data (NPD) [definition]
		- Link: single-case design study [definition]
	+ Link: Click for a table to help you determine… [drop-down menu]
		- Level of Evidence/Criteria [table]
		- Link: Identifying and Implementing Educational… [PDF]
	+ Link: Click here for a worksheet to help you compare… [PDF]
	+ For Your Information
	+ Audio: Bryan Cook discusses considering single-case design…
	+ Audio: Lisa Sanetti discusses considering single-case design…

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* Page 8: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 9: Credits
* Module Developers
* Content Expert Reviewers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Audio: Lisa Sanetti reviews important aspects of identifying…
* Audio: Bryan Cook reviews important aspects of identifying…
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* Give Us Your Feedback
	+ Link: Module Feedback Form
* Professional Development Hours
	+ Link: IRIS PD Options
* Related Resources [link]