

Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module, first in a series of three, discusses the importance of identifying and selecting evidence-based practices (est. completion time: 1.5 hours).
- STAR Legacy Cycle
- Related to This Module
 - Link: Module Outline
 - Video: Navigating an IRIS STAR Legacy Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- Video: As an education professional, you want to use effective practices and programs to get the best possible outcomes for the young children and students with whom you work. Although this sounds like a straightforward goal—and necessary to improve instructional and behavioral outcomes—actually achieving that goal can be a little more difficult than you might think.

Notes

Initial Thoughts

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

Notes

Perspectives & Resources

◆ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - Understand what an evidence-based practice or program is

Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

- 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: What Is an EBP?

- Educators often use the well established and commonly used practices and strategies that they have seen others use...
- For Your Information
- Identifying and selecting an EBP is difficult for education professionals for a number of reasons [bullet points]
- This table highlights some common terms you may encounter when searching for an EBP
- Audio: Bryan Cook discusses the differences between evidence-based practices and promising practices and how to prioritize their use

Notes

❖ Page 2: Why Educators Should Use EBPs

- Which treatment would you choose?
- Link: Elementary and Secondary Education Act (ESEA) [definition]
- Link: Individuals with Disabilities Education Act [definition]
- Link: scientifically based research [definition]
- Despite the mandates to use EBPs, educators often remain wary of adopting them...
- Another concern some educators have is that the implementation of a new practice or program will require excessive time and resources...
- Benefits [bullet points]
- Audio: Larry Wexler elaborates on the importance and benefits of using an evidence-based practice

Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

- Audio: Bryan Cook adds his thoughts on the importance and benefits of using an evidence-based practice

Notes

❖ Page 3: Considerations When Identifying or Selecting an EBP

- Once you have identified the skill or behavior you want to address, you must choose a practice or program that is right for you [bullet points]
- Students and Setting
 - Questions to consider when identifying an EBP [bullet points]
 - It may not be possible to find a practice or program that exactly matches your student and setting characteristics...
- Resources
 - Questions, developed by the U.S. Department of Education, relevant to figuring out what resources are required to implement an EBP [bullet points]
- For Your Information
- Evidence Level
- For Your Information
- Audio: Larry Wexler raises additional considerations related to matching student characteristics, setting, resources, and level of evidence of a practice or program to your needs
- Audio: Tom Kratochwill likewise broaches some considerations related to matching student characteristics, setting, resources, and level of evidence of a practice or program to your needs
- Activity: Ms. McAdory, a 4th-grade general education teacher in a suburban school setting, wants to find an EBP
 - Link: Review Ms. McAdory's completed worksheet
 - Audio: Bryan Cook shares his thoughts on what practice Ms. McAdory should consider

Notes

❖ Page 4: Resources: Birth to Three

- Early intervention refers to...
- For Your Information
- Audio: Sam Odom discuss why it is important to consider a family's needs when selecting an EBP

Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

- Audio: ML Hemmeter also talks about why it is important to consider a family's needs when selecting an EBP
- Once you have determined the child's needs, family preferences...
 - Link: EBP resources that target infants and toddlers
 - Link: EBP resources that target children, including infants and toddlers
 - Link: Training resources for personnel working with infants and toddlers (i.e., CONNECT Modules)
 - Link: The IRIS Center's Evidence-Based Practice Summaries
- Activity: Print out and complete an EBP Comparison Worksheet
 - Link: The worksheet

Notes

❖ Page 5: Resources: Three to Five

- Although the term "early childhood" broadly refers to the population of children ages birth to eight...
- For Your Information
- Once you have determined a child's needs, the family's preferences, and your own available resources...
 - Link: EBP resources that target young children
 - Link: EBP resources that target children, including young children
 - Link: Training resources for personnel working with young children (i.e., CONNECT Modules)
 - Link: The IRIS Center's Evidence-Based Practice Summaries
- Activity: Print out and complete an EBP Comparison Worksheet
 - Link: The worksheet

Notes

❖ Page 6: Resources: K–12th Grade (Including Transition)

- Because there is a range of ages and ability levels among students in grades K–12...
- Link: secondary transition [definition]
- Link: Organizations that are trustworthy sources for current evidence based practices for students

Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

in grades K–12

- [Link: The IRIS Center’s Evidence-Based Practice Summaries](#)
- [Activity: Print out and complete an EBP Comparison Worksheet](#)
 - [Link: The worksheet](#)

Notes

❖ Page 7: No Suitable EBP: Now What?

- If you have searched recommended sources for an EBP and not found one... [bullet points]
- Review the Research Literature
- Perform a Literature Search
 - Some sources to search [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
 - Table with information describing the content found in different sections of a research article
 - [Link: effect size \[definition\]](#)
 - [Link: statistically significant effect \[definition\]](#)
 - [Link: percentage of non-overlapping data \(PND\) \[definition\]](#)
 - [Link: single-case design studies \[definition\]](#)
- [Link: Table to determine the level of evidence for a given practice or program.](#)
- [Link: Practice or Program Comparison Worksheet](#)
- For Your Information
- [Audio: Bryan Cook discusses single-case design studies for selecting a practice or program](#)
- [Audio: Lisa Sanetti adds some thoughts about the use of single-case design studies](#)

Notes

Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

❖ Page 8: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 9: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Audio: Lisa Sanetti reviews some important aspects of identifying and selecting an evidence-based practice or program
- Audio: Bryan Cook adds some additional thoughts about the important aspects of identifying and selecting an evidence-based practice or program
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]