**Selection of Evidence Based Practices for Reading, Math, and Behavior:**

**Is it the right thing to do? Do we think we can do it the right way?**

**DATA**

| **NEED** |
| --- |
| * Do we have data that supports the need?
* Have we considered parent and community support?
* Will this EBP support a school improvement or continuous improvement goal?
* Is there data specific to the EBP that can serve as a component of progress monitoring?
* Can the data be communicated to students (feedback) and parents?
* Is there a system in place to evaluate the data to determine outcomes?
 |

**PRACTICES**

| **EVIDENCE** |
| --- |
| * Is there research to support its use?
* Is there research to support its use with a particular population?
* Is the effect size sufficient?
* Is it cost-effective or is there something less expensive that yields similar rsults?
* Is there a fidelity checklist or tool?
 |

| **FIT** |
| --- |
| * Are there competing initiatives?
* Is there clarity about where the initiative fits in the tiered system?
* Is there sufficient time in the schedule for the EBP?
 |

**SYSTEMS**

| **RESOURCES** |
| --- |
| * Is there time and money for adequate training?
* Is the technology department able to support the EBP if needed?
* Is there time and money for adequate coaching?
 |

| **READINESS** |
| --- |
| * Does the leadership team support the EBP?
* Did the leadership team obtain buy-in?
* Have committed staff members been selected to implement?
 |

| **CAPACITY** |
| --- |
| * Has the coach or expert on the EBP been identified as a primary assistant and communicator?
* Is the EBP easily replicated?
* Does the division support the EBP?
* Can families be shown how to support the EBP?
 |

[Resources: Collaborative on Academic, Social and Emotional Learning](https://casel.org/)

Practices: [National Center on Intensive Interventions](https://intensiveintervention.org/)

[Equitable Classroom Practices Checklist](https://greatlakesequity.org/sites/default/files/201001011005_equity_tool.pdf%20%20Evidence-Based%20Behavioral%20Practices%3A%20https%3A/ebbp.org/)

[Positive Behavioral Interventions and Supports (PBIS)](https://www.pbis.org/)

[SAMHSA Registry of Evidence-Based Program and Practices](https://www.samhsa.gov/ebp-resource-center)

[RTI Action Network](http://www.rtinetwork.org/)

[What Works Clearinghouse by the USDOE Institute of Education Sciences](https://ies.ed.gov/ncee/wwc/practiceguides)

**DATA**

**Selection of Evidence Based Practices:**

**Did we do it the right way? Did it work the way we planned?**

| **NEED** |
| --- |
| * Does the data suggest that this EBP was successful?
* Has the data been mined to determine the subgroups for whom the EBP was successful?
* Does the data suggest that this EBP is still needed?
 |

**PRACTICES**

| **EVIDENCE** |
| --- |
| * Has fidelity of implementation been measured?
* Is there evidence of an instructional match between student need and the EBP?
 |

| **FIT** |
| --- |
| * Does the EBP continue to support the school or division priorities?
* Does the EBP align with the standards and teaching matrix?
 |

**SYSTEMS**

| **RESOURCES** |
| --- |
| * Are the materials organized and categorized by an assigned person?
* Is on-going assistance available in terms of coaching and training?
 |

| **CAPACITY** |
| --- |
| * Are there a sufficient number of trained implementers?
* Is the EBP incorporated into a long-range plan to support outcomes?
 |

Step One: Consider all of the resources from the resource mapping. Is it complete?

Step Two: Evaluate current EBPs, eliminate ones that aren’t getting desired outcomes, and select new EPBs as needed.

Step Three: Complete a Tier Definition document that outlines the EBPs to be used in school and division.