

Considerations for Establishing a Protocol for the 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	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
<input type="checkbox"/> Do we have data that supports the need?	<input type="checkbox"/> Is there research to support its use?	<input type="checkbox"/> Is there time, money, personnel allocated for professional learning?
<input type="checkbox"/> Have we considered family and community support?	<input type="checkbox"/> Is there research to support its use with a particular population?	<input type="checkbox"/> Is the technology department able to support the EBP if needed?
<input type="checkbox"/> Will this EBP support a school improvement or continuous improvement goal?	<input type="checkbox"/> Is the effect size sufficient?	<input type="checkbox"/> Is there time, money, personnel allocated for coaching?
<input type="checkbox"/> Is there data specific to the EBP that can serve as a component of progress monitoring?	<input type="checkbox"/> Is it cost-effective or is there something less expensive that yields similar results?	READINESS
<input type="checkbox"/> Can the data be communicated to families?	<input type="checkbox"/> Is there a fidelity checklist or tool?	<input type="checkbox"/> Does the leadership team support the EBP?
<input type="checkbox"/> Is there a system in place to evaluate the data to determine outcomes?	FIT	<input type="checkbox"/> Did the leadership team obtain buy-in?
	<input type="checkbox"/> Are there competing initiatives/programs/practices?	<input type="checkbox"/> Have appropriate staff members been identified to implement?
	<input type="checkbox"/> Is there clarity about where the initiative/programs/practices fits in the tiered system?	CAPACITY
	<input type="checkbox"/> Is there sufficient time in the schedule for the delivery of the EBP?	<input type="checkbox"/> Has the coach or expert on the EBP been identified as a primary support and communicator?
		<input type="checkbox"/> Is the EPB easily replicated?
		<input type="checkbox"/> Does the division/school support the EBP?
		<input type="checkbox"/> Are there opportunities to engage families to support the EBP?
Resources: Collaborative on Academic, Social and Emotional Learning: www.casel.org Evidence Based Intervention Network: http://ebi.missouri.edu/ Evidence-Based Behavioral Practices: http://www.ebbp.org/ National Center on Intensive Interventions http://www.intensiveintervention.org/ Promising Practices http://www.promisingpractices.net/		Resources: SAMHSA Registry of Evidence-Based Program and Practices: http://nrepp.samhsa.gov/Index.aspx RTI Action Network http://www.rtinetwork.org/ What Works Clearinghouse by the USDOE Institute of Education Sciences: Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf

Evaluation of Evidence Based Practices: *Did we do it the right way? Did it work the way we planned?*

DATA	PRACTICES	SYSTEMS
NEED	EVIDENCE	RESOURCES
<input type="checkbox"/> Does the data suggest that this EBP was successful?	<input type="checkbox"/> Is there evidence of an instructional match between student need and the EBP?	<input type="checkbox"/> Are the materials organized and categorized by an assigned person?
<input type="checkbox"/> Has the data been mined to determine the subgroups for whom the EBP was successful?	<input type="checkbox"/> Has fidelity of implementation been measured?	<input type="checkbox"/> Is on-going assistance available in terms of coaching and professional learning?
<input type="checkbox"/> Does the data suggest that this EBP is still needed?	FIT	CAPACITY
	<input type="checkbox"/> Does the use of the EBP continue to align with school or division priorities?	<input type="checkbox"/> Are there a sufficient number of trained implementers?
		<input type="checkbox"/> 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 (Evaluation of Evidence Based Practices) and select new EPBs as needed (Selection of Evidence Based Practices).

Step Three: Complete a Continuum of Supports document (aka resource map or resources menu, outline of practices, etc.) that outlines the EBPs that will be supported by the school and division.