



Handout 1: Selecting an Evidence-Based Intervention

Team Activity

Purpose: With a team, practice identifying evidence-based secondary interventions to meet the needs of a sample student. Teams can use the sample student description below or description of a student from their schools while completing the activity. After completing the activity, teams can use this process to guide their selection of evidence-based interventions for their own students.

Steps to Complete:

1. Review the student description.
2. Identify target skills for intervention.
3. Search for evidence-based interventions.
4. Research evidence-based interventions to determine best fit.

Step 1: Review the student description.

Student: Kevin

Kevin is a fourth-grade student. His scores on the end-of-year third-grade state assessment showed that he was not reading at grade level. In the beginning of his fourth-grade school year, teachers gave Kevin a screening assessment that gave an indicator of his reading comprehension level. After scoring Kevin's screening assessment, his teacher noted that his performance was significantly below the benchmark and fell within the at-risk range for his grade.

Kevin's teacher decided to monitor his reading progress more closely while providing differentiation supports during his core instruction. When Kevin's teacher saw that he was not making sufficient progress with the differentiation supports, she decided to collect additional data to narrow in on his needs.

First, his teacher conducted an error analysis of his oral reading fluency. When asked to read a passage aloud, Kevin stumbled over multi-syllabic words and often guessed when encountering an unknown word. Kevin read the passage at a slow and choppy rate without stopping for periods or pausing for commas. Kevin's score fell below the benchmark for his grade.

Kevin's teacher wanted to know more about his reading difficulties. She administered a quick



phonics screener and learned that although Kevin was able to accurately identify all sounds in isolation, he lacked automaticity and struggled to read certain blends and nonsense syllables accurately. Kevin’s teacher also administered a maze assessment. Kevin’s scores indicated that he answered accurately, but slowly. With this information, Kevin’s teacher believed the team could get a good sense of his needs and select an appropriate intervention.

Step 2: Identify target skills for intervention.

What skills should be targeted in this student’s intervention program?

Step 3: Search for evidence-based interventions.

Use the following websites to search for interventions that target necessary skills for Kevin.

Websites:

- **National Center on Intensive Intervention (NCII) Tools Charts:** The NCII Interventions Tools chart includes reviews and descriptions of commercial intervention programs in mathematics, reading, and writing.
Link: <http://www.intensiveintervention.org/chart/instructional-intervention-tools>

- **What Works Clearinghouse (WWC):** The WWC provides reviews and descriptions of intervention programs and strategies in mathematics, reading, writing, and behavior.
Link: <http://ies.ed.gov/ncee/wwc/>

- **Best Evidence Encyclopedia (BEE):** The BEE includes reviews and descriptions of intervention programs and strategies in mathematics, reading, and science.
Link: <http://www.bestevidence.org/>

- **Florida Center for Reading Research (FCRR):** The FCRR offers studies of effective interventions as well as evidence-based practices (EBPs) and activities.
Link: <http://www.fcrr.org/>



- **Institute of Educational Sciences (IES) Practice Guides:** The IES Practice Guides offer evidence-based recommendations for educators while teaching students struggling with reading, math, and behavior.

Assisting Students Struggling with Mathematics Link:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf

Assisting Students Struggling with Reading Link:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Reducing Behavior Problems in the Elementary School Classroom:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

Step 4: Research evidence-based interventions to determine best fit.

Based on the information available, which program do you feel is the best fit for this student?
Explain your answer using specific examples?
