

## Handout 2: Sources of Evidence-Based Practice in Special Education

Source	Description
Best Evidence Encyclopedia (BEE), Struggling Readers	BEE, which identifies evidence-based programs (EBPs) in general education, applied its standards for EBPs to programs aimed at struggling readers. ( <a href="http://www.bestevidence.org/reading/strug/strug_read.htm">http://www.bestevidence.org/reading/strug/strug_read.htm</a> )
Exceptional Children, 75(3)	This special issue contains five evidence-based reviews that applied Gersten et al.'s (2005) and Horner et al.'s (2005) standards for identifying EBPs in special education.
National Autism Center (NAC), National Standards Project	The NAC applied systematic standards to determine established (i.e., EBPs), emerging, unestablished, and ineffective/harmful practices for children with autism. ( <a href="http://www.nationalautismcenter.org/affiliates/reports.php">http://www.nationalautismcenter.org/affiliates/reports.php</a> )
National Center on Response to Intervention	Although the Center does not denote which practices are EBPs, it provides information on quality, design, and effect size for each study reviewed on the basis of which educators can determine which practices meet EBP standards. ( <a href="http://www.rti4success.org/chart/instructionTools/">http://www.rti4success.org/chart/instructionTools/</a> )
National Center on Transition Technical Assistance Center	Practices for secondary transition of students with disabilities are categorized as having strong, moderate, potential, or low levels of evidence support for causal inference based on standards adapted from Gersten et al. (2005) and Horner et al. (2005). ( <a href="http://www.nsttac.org/ebp/evidence_based_practices.aspx">http://www.nsttac.org/ebp/evidence_based_practices.aspx</a> )
National Professional Development Center on Autism Spectrum Disorders	The Center identified 24 EBPs for students with autism spectrum disorder (ASD) and included links to briefs that include step-by-step directions for implementation. ( <a href="http://autismpdc.fpg.unc.edu/content/evidence-based-practices">http://autismpdc.fpg.unc.edu/content/evidence-based-practices</a> )
What Works Clearinghouse (WWC), Students with Learning Disabilities	The WWC, which identifies EBPs in general education, has begun to review practices specifically for students with learning disabilities. ( <a href="http://ies.ed.gov/ncee/wwc/reports/Topic.aspx?tid=19">http://ies.ed.gov/ncee/wwc/reports/Topic.aspx?tid=19</a> )
WWC, Early Childhood Education for Students with Disabilities	The WWC, which identifies EBPs in general education, has begun to review practices specifically for early childhood education for students with disabilities. ( <a href="http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=22">http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=22</a> )

*Note.* The sources listed above applied systematic standards related to research design, quality of research, quantity of research, and magnitude of effect or provided information along each of these dimensions. From Cook, B. G., & Smith, G. J. Leadership and instruction: Evidence-based practices in special education (pp. 281-296). In J. C. Crockett, B. Billingsley, & M. L. Boscardin (2012). *Handbook of leadership & administration for special education*. New York, NY: Taylor & Francis.