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Evidence-Based Practices – Part 1

1. Define an evidence-based practice.

   Skills, techniques, and strategies that have been proven to work through experimental research studies or large-scale research field studies.

2. List at least three benefits of implementing an EBP.
   - An increased likelihood of positive child or student outcomes.
   - Increased accountability because there are data to back up the selection of a practice or program, which in turn facilitates support from administrators, parents, and others.
   - Less wasted time and fewer wasted resources because educators start off with an effective practice or program and are not forced to find one that works through trial and error.
   - An increased likelihood of being responsive to learners needs.
   - A greater likelihood of convincing students to try it because there is evidence that it works.

3. List three area that an education professional needs to think about when selecting an EBP. Discuss some considerations for each.
   - Students and Setting
     o Students from a rural and low socioeconomic area will need different practices than students from upper-class, suburban areas.
   - Resources
     o It is best to choose a practice that fits your needs along with the resources available. It doesn't matter the quality of the practice if you do not have the time, finances, and personnel to implement it.
   - Evidence Level
     o Try to find the practice that has been tested with the group of students closest to the group you are working with. Also look at the number of "trusted resources" that support each of the practices.

4. Briefly describe the process you can use if you cannot find an EBP that matches your students and your resources.

   Choose the program that closest meets the criteria you are looking for. Review professional and federally funded centers for specific resources. Review the research yourself.

5. Imagine that you are kindergarten teacher. One of your students has behavior issues. A colleague has recommended *The Incredible Years* program, and another has recommended *First Step to Success.*
   a. Using more than one source, complete the EBP Comparison Worksheet.

    b. Based on the information on your worksheet, choose the program you wish to use. Justify your response.

Due to lack of time, I will be skipping question #5. Thank you.

Evidence-Based Practices – Part 2

1. Define fidelity of implementation and discuss its importance.

   Fidelity of implementation is implementing a practice or program in the ways intended and described by the researchers and developers. If programs are not implemented how the researchers described it will be less effective, less efficient, or produce less-predictable responses.

2. List the key components of fidelity of implementation and briefly describe each.

   Adherence – following the instructional procedures of the practice or program as they were intended and implementing all components of the EBP in the correct order
   Exposure/Duration – Implementing the practice or program for the recommended length of session, duration of EBP, and frequency.
   Quality of Delivery – Delivering the EBP using good teacher practices.

3. Discuss the importance of implementing an EBP for the recommended exposure/duration. What can happen if you do not?

   If recommendations for exposure/duration of an EBP are not followed students are not being exposed to the program as often as needed to make the appropriate progress, or the progress shown by the research.

4. Imagine that you are implementing an evidence-based reading practice to improve the reading comprehension of the 20 students in your classroom. It is near the beginning of the year, and until now much of our reading instruction has been conducted in a whole-group setting. However, this EBP requires instruction with small groups.
   a. For this practice, there are no formal training opportunities. Describe how you will learn how to implement the practice with fidelity.
   b. Discuss one consideration for classroom management.
   c. The EBP contains three core components. Following several weeks of implementation, you decide to stop implementing one component that your students appear to find boring. Discuss how this adaption might affect your students' outcomes.
   Due to lack of time, I will be skipping #4. Thank you.