

Academic and Behavioral Intervention Frequently Asked Questions (FAQ)

1. What information will be presented on the Tools Chart for the Participants standard?

For the Participants standard, the Technical Review Committee (TRC) will review evidence on what percentage of the study sample participants are at risk and this percentage will be presented on the Tools Charts, as opposed to a full, half, or empty bubble rating. The definition for “at risk” will be: below 30th percentile on local or national norm; or students with identified disability related to the focus of the intervention. We will advise users of the chart to review percentage of students at risk when interpreting results, and to consider the degree to which the sample for the study is similar to the users’ target population of interest. Note: the percentages of participants at risk for single case design have the potential to be relatively low, given the smaller sample sizes (e.g., a single case design with two participants, with one considered at risk, would have a percentage of 50% listed on the Tools Chart for the Participants standard).

2. What does the TRC expect when evaluating pre-test equivalency for the Design standard?

To receive a full-bubble rating for the Design standard, the TRC requires that at pretreatment the program and control group had a mean standardized difference that fell within 0.25 SDs on measures used as covariates or on pretest measures also used as outcomes, and on demographic measures. However, if the mean difference on any of these measures was above 0.25 SDs, but there was no differential attrition, and the difference was controlled for in analyses, the study would also meet the criteria for a full bubble when considering pretest equivalency.

3. What does the TRC expect when evaluating the rigor of quasi-experimental designs?

When evaluating quasi-experimental designs, the TRC asks that vendors provide evidence that at pretreatment program and control groups had a mean standardized difference that fell within 0.25 SD on measures central to the study. The TRC will also accept evidence that program and control groups had a mean standardized difference that fell within 0.25 SD on known predictors of student outcomes (for example, phoneme segmentation fluency or non-word fluency on DIBELS for K and 1 word reading would also be acceptable).

Additionally, if initial analyses do not correctly account for clustering of data to meet the unit of analysis criterion, the TRC will accept evidence from reanalysis of data using a conservative default ICC of 0.20.

4. What does the TRC expect vendors to submit for fidelity of computer administered interventions?

For evidence of fidelity of computer administered interventions, the TRC requires that fidelity be observed with adequate intercoder agreement. Therefore, we ask vendors to

submit either observation data on engagement of students which demonstrates that students were in fact interacting with the content in the way they are supposed to, and/or data on observations conducted to confirm that the intervention is indeed being delivered as intended. For example, providing observational data on engagement with the program with evidence of intercoder agreement would satisfy requirements for fidelity of the computer administered intervention.