|  |
| --- |
| National Center on Intensive Intervention |
| **Protocol**  **for Evaluating Academic Intervention Programs** |

January 2017

**Intensive Academic Intervention Definition**

Additional or alternative intervention programs to the core curriculum conducted in small groups or individually with evidence of efficacy for improving academic outcomes for students whose performance is non-responsive to the core procedures*.*

|  |
| --- |
| PLEASE READ AND COMPLETE BEFORE YOU START |

To determine whether your program qualifies for review, please answer the following six questions on your program:

|  |  |
| --- | --- |
| 1. **Is your program available for dissemination at the current time?** |  |
| 1. **Can you provide evidence\* on the effects of your program with students at risk for poor academic outcomes?**   *\*By evidence, we mean data from one or more evaluation studies of the program submitted. Studies of similar intervention programs, even if similar to your program, will not be considered as adequate evidence for the purposes of this review.* |  |
| 1. **Does the evidence come from a published or unpublished study or technical report that may be obtained?** |  |
| * 1. Does the evidence address the effects of the overall program rather than individual components of the program? |  |
| 1. **Does your intervention meet the following criteria?** 2. Intervention program is intended to be delivered in small group or individually. |  |
| 1. Intervention program is intended to occur over a minimum of 60 minutes a week for approximately 8 weeks. *(If intervention duration is less than this, documentation exists to justify the level of intensity)* |  |
| 1. Characteristics and training of the instructors are described in a user’s manual or on a website. |  |
| 1. Intervention program is described in sufficient detail in a user’s manual or on a website so that others can use it as conducted in the study. |  |
| 1. **Does the study include the following elements of a rigorous group design?** 2. Psychometric properties (e.g., reliability) of the dependent measures are described. |  |
| 1. Outcome is a quantitative index of students’ early literacy and language skills. |  |
| 1. Treatment and control groups are adequately defined. |  |
| 1. The treatment group is compared with a “business-as-usual” control group. |  |
| 1. **Does the study include the following elements of a rigorous single case design?** 2. Operational definition of independent variables, dependent variables, settings, and contexts and independent variable systematically manipulated |  |
| 1. A validated design (e.g. A-B-A-B, Multiple Baseline) was utilized correctly to allow for the opportunity for experimental control to be demonstrated through replications of treatment effect within the study |  |
| 1. The collection and reporting of inter-observer or inter-scorer indices (as required for direct observation), when appropriate |  |

If you cannot answer yes to all of these questions, we will not review your program. If you are able to answer yes to all the preceding questions, then your program qualifies for review. Please proceed to the following page and begin filling out the protocol.

The National Center on Intensive Intervention will review all your submitted materials to ensure that they adhere to the qualifications for review, stated earlier. If it is found that your submission packet needs substantial supplemental information or is missing critical information, the entire packet will be returned to you. A revised packet may be resubmitted.

Results of the review will be posted on the Center’s website, in the Instructional Intervention Chart. Once the review has begun, withdrawal from the process will not be permitted.

If you are unfamiliar with any of the terms in the protocol or you are unsure of what information to provide, Center staff will be available to assist you. Please contact the National Center on Intensive Intervention:

### National Center on Intensive Intervention

American Institutes for Research

1000 Thomas Jefferson Street, NW

Washington, DC 20007

Website: [www.intensiveintervention.org](http://www.intensiveintervention.org)

E-mail Address: [NCII@air.org](mailto:NCII@air.org)

**To be eligible for review, you must read and sign the following marketing language agreement.**

Marketing Language Agreement

By signing this agreement I have indicated my understanding of the intent and purpose of the NCII tools charts, and my agreement to use language that is consistent with this purpose in any marketing materials that will be used to publicize my product’s presence and ratings on the chart.

Specifically, I understand the following:

1. The Technical Review Committee (TRC) rated each submitted intervention study against established criteria but did not compare it to other studies on the chart. The presence of a particular study/intervention on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC or the National Center on Intensive Intervention.
2. All studies/interventions submitted for review are posted on the chart, regardless of results. The chart represents all studies/interventions that were reviewed, not those that were “approved.”
3. The chart includes information and ratings on the quality of research studies about different interventions, not ratings on the interventions themselves. Furthermore, the ratings are about study quality only. A separate section of the chart describes the effect sizes, or results, for those studies. Users are expected to review the study quality ratings and effect size information together when interpreting the chart.

When marketing my product, I will not use any language that is inconsistent with the above. Examples of inappropriate marketing language include, but may not be limited to, the following:

1. Reference to a “top-ranked” product in comparison to other products on the chart
2. Reference to “approval” or “endorsement” of the product by the NCII

If the NCII becomes aware of any marketing material on my product that violates this agreement, I understand that I risk removal of the product from the chart. I also understand that I may draft language and submit to NCII staff for review in advance of releasing it, in order to ensure compliance with this agreement.

**I have read and understand the terms and conditions of this Agreement. By signing below, I signify my agreement to comply with all requirements contained herein.**

|  |  |
| --- | --- |
|  |  |

Signature Date

|  |  |
| --- | --- |
|  |  |

Print Name Organization

### PROGRAM

**Title**: Click here to enter text.

**Developer**: Click here to enter text.

**Publisher**: Click here to enter text.

**Publication Date**: Click here to enter text.

**Contact Person**: **Name**: Click here to enter text.

**Telephone**: Click here to enter text.

**E-mail Address**: Click here to enter text.

### B. DESCRIPTIVE INFORMATION

**Description of program**: Click here to enter text.

1. **The program is intended for use in the following age(s) and/or grade(s). (Check all that apply.)**













1. **The program is intended for use with the following groups. (Check all that apply.)**















1. **Please indicate the academic area of focus. (Check all that apply.)**

















































 





 













1. **Acquisition and Cost Information**

**Where to obtain**: Click here to enter text.

**Address**: Click here to enter text.

**Phone no.**: Click here to enter text.

**Website**: Click here to enter text.

**Initial cost per student for implementing program**: Click here to enter text.

**Replacement cost per student for subsequent use**: Click here to enter text.

**Additional cost information: Describe basic pricing plan and structure of the program. Also, provide information on what is included in the published program, as well as what is not included but required for implementation**: Click here to enter text.

1. **Extent of program use by practitioners: Describe where the program has been used and by whom (e.g., numbers of districts/schools, locations, years in use) and how you know this**: Click here to enter text.

### C. PROGRAM SPECIFICATIONS

1. **Setting for which the program designed (Check all that apply.)**





1. **If group-delivered, how many students compose a small group**? Click here to enter text.
2. **Program administration time**:

 Minutes per session

 Sessions per week

 Number of weeks

1. **Does the program include highly specified teacher manuals?**





1. **Does the program require technology?**





**If so, please describe required technology and the extent to which it is combined with teacher small-group instruction:** Click here to enter text.

### D. TRAINING

1. **Is training for the instructor required?**





1. **Time required for training instructor:**









 



1. **Please describe the format and content of the instructor training:** Click here to enter text.
2. **Minimum qualifications of the instructor:**





 

1. **Does the program assume that the instructor has expertise in a given area?**





1. **Are training manuals and materials available?**





1. **Describe how the training manuals or materials were field-tested with the target population of instructors and students:** Click here to enter text.
2. **Do you provide fidelity of implementation guidance such as a checklist for implementation in your manual? (If yes, please attach to submission)**





1. **May practitioners obtain ongoing professional and technical support?**



Click here to enter text.

**Instructions to Vendors:**

Please use this section to provide evidence supporting the efficacy of your program. Evidence must be documented in a published study or technical report. For each study submitted, complete one study form (below) and attach the corresponding publication or technical report. Note, the Single Case Design graphs must be included in the publication or technical report. For group designs, complete Study Form A. For singe-case designs, complete Study Form B.

You may submit a minimum of one and a maximum of 10 study forms during a given review cycle. Copy to make additional study forms as necessary.

### SUMMARY OF EVIDENCE BASE

### Please identify, to the best of your knowledge, all the research studies that have been conducted to date supporting the efficacy of your program. Please provide *citations only*; do not include any descriptive information on these studies. NCII staff will also conduct a search to confirm that the list you provide is accurate.

### Click here to enter citations.

### In the remainder of this section, you may select up to ten studies from this evidence base for the TRC to review. We recommend that you select studies that are the most recent, that are the most rigorous in their design, and which most closely adhere to the original purpose of the intervention. The TRC will review and publish information on the studies you select. The TRC also reserves the right, however, to review and rate studies not included in this section, if we feel that important information about the efficacy of your program is missing.

### STUDY FORM A (GROUP DESIGNS)

Do not submit multiple study forms that report data on the same sample. If there are multiple reports on the same sample, complete one study form and cite the multiple publications or reports.

**Title**: Click here to enter text.

**Authors**: Click here to enter text.

**Year published**: Click here to enter text.

**Full study citation in APA format**: Click here to enter text.

**If unpublished, how can user obtain technical report(s)?** Click here to enter text.

**Does the study form include information not described in the attached report(s)?**





**If yes, bold this information in the study form, and indicate how the user can obtain this additional information:**

Click here to enter text.

### A. PARTICIPANTS

1. **Describe how students were selected to participate in the study**:

Click here to enter text.

1. **Describe how students were identified as being at risk for academic failure**:

Click here to enter text.

* 1. **Specify which treatment is the submitted program**:

Click here to enter text.

* 1. **Specify which condition is the control condition if there are more than two treatment conditions**:

Click here to enter text.

* 1. I**f you have a third, competing condition, in addition to your control and intervention condition, identify what the competing condition is (data from this competing condition will not be used)**:

Click here to enter text.

1. **Please provide the sample sizes for your study, for all types of participants (schools, instructors, classrooms, and students) and relevant conditions (intervention and control). Alternatively, describe where this information can be found in the attached report:**

Click here to enter text.

1. **How many program students were pretested?**  **How many were posttested?** 
2. **How many control students were pretested?**  **How many were posttested?** 
3. **What was randomly assigned?**







**7**. **What** **unit(s) were used for primary data analysis?**







### B. DESIGN

1. **Was random assignment used?**



Please provide the location (highlight, page number, etc.) in the attached document that describes the random assignment method: Click here to enter text.



Please describe the study design: Click here to enter text.

1. **Using the tables that follow, provide data demonstrating comparability of the program group and control group on pretest performance and pretest demographics.**

**For pretest performance, include (a) pretreatment means and standard deviations on each variable for the program and control groups and (b) sample sizes for the program and control groups.**

**Pretest Academic Performance Measures (Provide for subset of students who completed the study.)**

| **Measures**  **(Name)** | **Program *(n* = )** | | **Control (*n* = )** | | **Effect Size: Mean Difference (in SD units)\*** |
| --- | --- | --- | --- | --- | --- |
| **Mean** | **Standard Deviation** | **Mean** | **Standard Deviation** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | | | | | Mean ES: |

\*NCII staff will complete this column.

**Demographic Information**

|  | **Program** | | **Control** | | **Effect Size: Cox Index for Binary Differences\*** |
| --- | --- | --- | --- | --- | --- |
| **Number** | **Percentage** | **Number** | **Percentage** |
| ***Grade Level*** | | | | | |
| Age 0 |  |  |  |  |  |
| Age 1 |  |  |  |  |  |
| Age 2 |  |  |  |  |  |
| Age 3 |  |  |  |  |  |
| Age 4 |  |  |  |  |  |
| Age 5 |  |  |  |  |  |
| Kindergarten |  |  |  |  |  |
| Grade 1 |  |  |  |  |  |
| Grade 2 |  |  |  |  |  |
| Grade 3 |  |  |  |  |  |
| Grade 4 |  |  |  |  |  |
| Grade 5 |  |  |  |  |  |
| Grade 6 |  |  |  |  |  |
| Grade 7 |  |  |  |  |  |
| Grade 8 |  |  |  |  |  |
| Grade 9 |  |  |  |  |  |
| Grade 10 |  |  |  |  |  |
| Grade 11 |  |  |  |  |  |
| Grade 12 |  |  |  |  |  |
| ***Race–Ethnicity*** | | | | | |
| African American |  |  |  |  |  |
| American Indian |  |  |  |  |  |
| Asian/Pacific Islander |  |  |  |  |  |
| Hispanic |  |  |  |  |  |
| White |  |  |  |  |  |
| Other |  |  |  |  |  |
| ***Socioeconomic Status*** | | | | | |
| Subsidized Lunch |  |  |  |  |  |
| No Subsidized Lunch |  |  |  |  |  |
| ***Disability Status*** | | | | | |
| Speech-Language Impairments |  |  |  |  |  |
| Learning Disabilities |  |  |  |  |  |
| Behavior Disorders |  |  |  |  |  |
| Mental Retardation |  |  |  |  |  |
| Other |  |  |  |  |  |
| Not Identified With a Disability |  |  |  |  |  |
| ***ELL status*** | | | | | |
| English Language Learner |  |  |  |  |  |
| Not English Language Learner |  |  |  |  |  |
| ***Gender*** | | | | | |
| Female |  |  |  |  |  |
| Male |  |  |  |  |  |
| Mean ES: | | | | |  |

\*NCII staff will complete this column.

1. **For any substantively or statistically significant pretest differences between groups in the preceding descriptions, please describe the extent to which these differences are related to the impact of the treatment. For example, if analyses were conducted to determine that outcomes from this study are due to the intervention and not demographics or other pretest characteristics, please describe the results of those analyses here.**

Click here to enter text.

### C. FIDELITY OF IMPLEMENTATION

1. **How was the program delivered? (Check all that apply.)**



Average group size: 

Range: 

1. **What was the duration of the intervention?**

Weeks: 

Sessions per week: 

Duration of sessions in minutes: 

1. **What were the background, experience, training, and ongoing support of the instructors?**

Click here to enter text.

1. **Describe when and how fidelity of treatment information was obtained.**

Click here to enter text.

1. **What were the results on the fidelity-of-treatment implementation measure?**

Click here to enter text.

1. **Was the fidelity measure also used in control classrooms?**

Click here to enter text.

### D. MEASURES

**NOTE: Answers to the questions in this section must be provided separately for *targeted measures* and *broader measures*. The placement of measures into these categories is your responsibility, but the TRC reserves the right to question and recategorize measures as necessary, as dictated by the information provided. Definitions of these types of measures are as follows:**

* ***Targeted measures*** assess aspects of competence that the program was directly targeted to improve. Typically, this does not mean the very items taught but rather novel items structured similarly to the content addressed in the program. For example, if a program taught word-attack skills, a targeted measure would be decoding of pseudo words. If a program taught comprehension of cause-effect passages, a targeted measure would be answering questions about cause-effect passages structured similarly to those used during intervention, but not including the very passages used for intervention.
* ***Broader measures*** assess aspects of competence that are broader than the skills targeted by the program but not directly taught in the program. For example, if a program taught word-level reading skill, a broader measure would be answering questions about passages the student reads. If a program taught calculation skill, a broader measure would be solving word problems that require the same kinds of calculation skill taught in the program.

**Measures related to program implementation or process should NOT be included.**

1. **Targeted outcome measures**

Using the table, describe each targeted outcome measure in terms of its reliability and relevance to your program’s instructional content. Please be specific about the type of reliability reported and about similarities between the measure and the content taught by the program. Please also describe the extent to which students in the control group receive instruction related to the outcome measure.

Please note: Vendors must supply reliability coefficients even for well-known measures.

| **Measure Name** | **Reliability Statistics**  (Specify type of reliability, e.g., Cronbach’s alpha, IRT reliability, temporal stability, interrater.) | **Relevance to Program Instructional Content** | **Exposure to Related Content Among Control Group** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Broader outcome measures**

Using the table, describe each broader outcome measure in terms of its reliability and relevance to your program’s instructional content. Please be specific about the type of reliability reported and about similarities between the measure and the content taught by the program. Please also describe the extent to which students in the control group receive instruction related to the outcome measure.

Please note: Vendors must supply reliability coefficients even for well-known measures.

| **Measure Name** | **Reliability Statistics**  (Specify type of reliability, e.g., Cronbach’s alpha, IRT reliability, temporal stability, interrater.) | **Relevance to Program Instructional Content** | **Exposure to Related Content Among Control Group** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

If you have excluded a variable or data that are reported in the attached document, explain the rationale for exclusion: Click here to enter text.

### E. RESULTS

1. **Describe the analyses used.**

Click here to enter text.

1. **In the tables that follow, for each outcome measure, provide the following posttreatment data: unadjusted mean, adjusted mean (e.g., corrected for pretest differences),[[1]](#footnote-1) unadjusted standard deviation, and sample size. Do this for the program group and for the control group. Data must be included for *each* outcome measure (targeted and broader) that was described in Section D: Measures.**

NCII staff will compute effect sizes using two standard formulas: (1) effect size based on adjusted posttest means and posttest SDs and (2) effect size based on pre-and posttest unadjusted mean differences. The second formula will only be used in instances in which we can assume pretest group equivalency. Therefore, NCII will be reporting effect size based on unadjusted posttests only for studies whose pretest differences on outcome measures are not statistically significant and fall within 0.25 standard deviations. ***However, the TRC strongly encourages vendors to submit adjusted means, so that the NCII can report effect sizes for your study using the most rigorous methods.*** Note also that the NCII will not be able to report effect size on any variable for which only posttest data are known because of the need for pretests in calculating adjusted posttest scores.

If available, please also provide posttreatment data disaggregated for the following:

1. A subsample of students at or below the 20th percentile on pretest measures of academic achievement
2. A subsample of students who are English language leaners
3. Subsamples of students in different demographic groups, e.g., students with disabilities, or students in specific racial-ethnic categories.

Please copy or use additional tables as necessary to include the additional, disaggregated outcome data.

**Outcome Data for Program and Control Groups**

Check one:





Click here to enter text.



Click here to enter text.



Click here to enter text.

| **Measure Name** | **Posttreatment Data**  Provide for subset of students who completed the study. | | |
| --- | --- | --- | --- |
|  | **Program** | **Control** |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |

**Outcome Data for Program and Control Groups**

Check one:





Click here to enter text.



Click here to enter text.



Click here to enter text.

| **Measure Name** | **Posttreatment data**  Provide for subset of students who completed the study. | | |
| --- | --- | --- | --- |
|  | **Program** | **Control** |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |
| Click here to enter text. | Unadjusted mean |  |  |
| Adjusted mean |  |  |
| Unadjusted standard deviation |  |  |
| *n* |  |  |

**Instructions to Vendors:**

Please use this section to provide evidence supporting the efficacy of your program. Evidence must be documented in a published study or technical report. For each study submitted, complete one study form (below) and attach the corresponding publication or technical report. Note, the Single Case Design graphs must be included in the publication or technical report. For group designs, complete Study Form A. For singe-case designs, complete Study Form B.

You may submit a minimum of one and a maximum of 10 study forms during a given review cycle. Copy to make additional study forms as necessary.

### SUMMARY OF EVIDENCE BASE

### Please identify, to the best of your knowledge, all the research studies that have been conducted to date supporting the efficacy of your program. Please provide *citations only*; do not include any descriptive information on these studies. NCII staff will also conduct a search to confirm that the list you provide is accurate.

### Click here to enter citations.

### In the remainder of this section, you may select up to ten studies from this evidence base for the TRC to review. We recommend that you select studies that are the most recent, that are the most rigorous in their design, and which most closely adhere to the original purpose of the intervention. The TRC will review and publish information on the studies you select. The TRC also reserves the right, however, to review and rate studies not included in this section, if we feel that important information about the efficacy of your program is missing.

**STUDY FORM B (Single-Case Designs)**

Do not submit multiple study forms that report data on the same sample. If there are multiple reports on the same sample, complete one study form and cite the multiple publications or reports.

**Title**: Click here to enter text.

**Authors**: Click here to enter text.

**Year published**: Click here to enter text.

**Full study citation in APA format**: Click here to enter text.

**If unpublished, how can user obtain technical report(s)?** Click here to enter text.

**Does the study form include information not described in the attached report(s)?**





**If yes, bold this information in the study form, and indicate how the user can obtain this additional information:**

Click here to enter text.

**A. PARTICIPANTS**

1. Describe how students were selected to participate in the study:

|  |
| --- |

2. Describe how students were identified as being at risk for academic failure:

|  |
| --- |

3. Please provide a description of the demographic and other relevant characteristics of the case used in your study (e.g., student(s), classroom(s)).

Case 1:

Age and/or grade level:

Gender:

Race-ethnicity:

Socioeconomic status:

Disability status:

ELL Status:

Other Relevant Descriptive Characteristics:

|  |
| --- |

Case 2:

Age and/or grade level:

Gender:

Race-ethnicity:

Socioeconomic status:

Disability status:

ELL Status:

Other Relevant Descriptive Characteristics:

|  |
| --- |

Case 3:

Age and/or grade level:

Gender:

Race-ethnicity:

Socioeconomic status:

Disability status:

ELL Status:

Other Relevant Descriptive Characteristics:

|  |
| --- |

Case 4:

Age and/or grade level:

Gender:

Race-ethnicity:

Socioeconomic status:

Disability status:

ELL Status:

Other Relevant Descriptive Characteristics:

|  |
| --- |

Case 5:

Age and/or grade level:

Gender:

Race-ethnicity:

Socioeconomic status:

Disability status:

ELL Status:

Other Relevant Descriptive Characteristics:

|  |
| --- |

**B. DESIGN**

1. Please describe the study design:

|  |
| --- |

a. Clarify and provide a detailed description of the treatment in the submitted program/intervention:

|  |
| --- |

b. Clarify what procedures occurred during the control/baseline condition (third, competing conditions are not considered; if you have a third, competing condition [e.g., multi-element single subject design with a third comparison condition], in addition to your control condition, identify what the competing condition is [data from this competing condition will not be used]):

|  |
| --- |

2. Please describe how replication of treatment effect was demonstrated (e.g., reversal or withdrawal of intervention, across participants, across settings)

|  |
| --- |

3. Please indicate whether (and how) the design contains at least three demonstrations of experimental control (e.g., ABAB design, multiple baseline across three or more participants).

|  |
| --- |

4. If the study is a multiple baseline, is it:

Concurrent  Non-concurrent  N/A

**C. FIDELITY OF IMPLEMENTATION**

1. How was the program delivered (check all that apply)?

Individually

Small group

Average group size:

Range:

2. What was the duration of the intervention (if duration differed across participants or settings describe for each)?

**Condition A:**

Weeks:

Sessions per week:

Duration of sessions in minutes:

**Condition B:**

Weeks:

Sessions per week:

Duration of sessions in minutes:

**Condition C:**

Weeks:

Sessions per week:

Duration of sessions in minutes:

3. What were the background, experience, training and ongoing support of the interventionists?

|  |
| --- |

4. Describe when and how fidelity of treatment information was obtained.

|  |
| --- |

5. What were the results on the fidelity of treatment implementation measure?

|  |
| --- |

6. Was the fidelity measure also used in baseline or comparison conditions?

|  |
| --- |

**D. MEASURES**

**NOTE: Answers to the questions below must be provided separately for *targeted measures* and *broader measures*. The placement of measures into these categories is your responsibility; however, the TRC reserves the right to question and re-categorize measures as necessary, depending on the information provided. Definitions of these types of measures are:**

* ***Targeted measures*** assess aspects of competence that the program was directly targeted to improve. Typically, this does not mean the very items taught but rather novel items structured similarly to the content addressed in the program. For example, if a program taught word-attack skills, a targeted measure would be decoding of pseudo words. If a program taught comprehension of cause-effect passages, a targeted measure would be answering questions about cause-effect passages structured similarly to those used during intervention, but not including the very passages used for intervention.
* ***Broader measures*** assess aspects of competence that are broader than the skills targeted by the program but not directly taught in the program. For example, if a program taught word-level reading skill, a broader measure would be answering questions about passages the student reads. If a program taught calculation skill, a broader measure would be solving word problems that require the same kinds of calculation skill taught in the program.

Measures related to intervention implementation or process should NOT be included.

**1. Targeted outcome measures**

Using the table below, describe each targeted outcome measure in terms of its reliability and relevance to your program’s focus. Please be specific regarding the type of reliability reported, and regarding similarities between the measure and the focus of the program. Please also describe the extent to which students in the control group received support related to the outcome measure.

Please note: Vendors must supply reliability coefficients even for well-known measures.

| **Measure name** | **Reliability statistics**  (specify type of reliability, e.g. Cronbach’s alpha, IRT reliability, temporal stability, inter-rater) | **Relevance to program focus** | **Exposure to related support among control group** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**2. Broader outcome measures**

Using the table below, describe each broader outcome measure in terms of its reliability and relevance to your program’s focus. Please be specific regarding the type of reliability reported, and regarding similarities between the measure and the focus of the program. Please also describe the extent to which students in the control group receive support related to the outcome measure.

Please note: Vendors must supply reliability coefficients even for well-known measures.

| **Measure name** | **Reliability statistics**  (specify type of reliability, e.g. Cronbach’s alpha, IRT reliability, temporal stability, inter-rater) | **Relevance to program focus** | **Exposure to related support among control group** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

If you have excluded a variable or data that are reported in the attached document, explain rationale for exclusion:

|  |
| --- |

**E. RESULTS (SINGLE CASE DESIGNS)**

1. Describe the method of analyses you used to determine whether the intervention condition improved relative to baseline phase (e.g., visual inspection, computation of change score, mean difference):

|  |
| --- |

2. Please present results in terms of within and between phase patterns. Data on the following data characteristics must be included: level, trend, variability, immediacy of the effect, overlap, and consistency of data patterns across similar conditions. Submitting only means and standard deviations for phases is not sufficient. Data must be included for *each* outcome measure (targeted and broader) that was described in Section D: Measures.

|  |
| --- |

1. For guidance on how to compute adjusted means, see the document *Adjusted Posttest Means*. [↑](#footnote-ref-1)