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| National Center on Intensive Intervention |
| Protocol For Evaluating Behavioral Intervention Programs |

January 2017

***Intensive Behavior Intervention*** refers to additional or alternative interventions or levels of support beyond the core procedures (e.g., school-wide, basic classroom organization and management), targeting small groups or individuals with social, emotional, or behavioral problems, whose performance is non-responsive to the core procedures.

**To determine if your program/intervention qualifies for review, please answer the following six questions regarding your program:**

|  |  |  |
| --- | --- | --- |
| 1. Is your program/intervention available for dissemination? | YES | NO |
| 1. Can you provide direct evidence\* on the effects of your program/intervention with students at risk for poor emotional or behavioral outcomes?  *\*Direct evidence refers to data from one or more studies on the program/intervention submitted for evaluation. Studies on different programs, even if similar to your program, are considered indirect evidence and will not be considered as adequate evidence for the purposes of this review.* | YES | NO |
| 1. Does the direct evidence come from a published or unpublished study or technical report that may be obtained? | YES | NO |
| 1. Does your intervention meet the following criteria? |  |  |
| 1. Intervention/program must target classroom, small group, or individuals | YES | NO |
| 1. Intervention/program is described in sufficient detail in a manual, website, or publication so that others can use in a fashion similar to implementation in the study | YES | NO |
| 1. Does the study include the following elements of a rigorous group design? (if single subject, go to question 6) |  |  |
| * 1. Psychometric properties (e.g., reliability) of the dependent measures are described. | YES | NO |
| * 1. Outcome is a quantitative index of students’ behavior. | YES | NO |
| * 1. Treatment and control groups are adequately defined. | YES | NO |
| * 1. The treatment group is compared to a “business-as-usual” control group. | YES | NO |
| 1. Does the study include the following elements of a rigorous single case design? |  |  |
| a. Operational definition of independent variables, dependent variables, settings, and contexts and independent variable systematically manipulated | YES | NO |
| b. 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 | YES | NO |
| c. The collection and reporting of inter-observer or inter-scorer indices (as required for direct observation), when appropriate | YES | NO |
| * 1. Outcome is a quantitative index of students’ behavior. | YES | NO |

**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 of the above questions, then your program qualifies for review.**

The National Center on Intensive Intervention will review all of your submitted materials to ensure that they adhere to the qualifications for review, stated above. 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 re-submitted.

Results of the review will be posted on the Center’s website, in the Behavioral Intervention Chart. ***Once the review has begun, withdrawal of submissions 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

E-mail: [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

# A. PROGRAM

|  |  |  |
| --- | --- | --- |
| Title: |  | |
| Developer: |  | |
| Publisher: |  | Pub. Date: |
| Contact Person: | Name: | |
|  | Telephone: | |
|  | Email Address: | |

# B. DESCRIPTIVE INFORMATION

Description of program:

|  |
| --- |

1. The program is intended for use in grade(s) (Check all that apply):

|  |  |
| --- | --- |
| Kindergarten | Fourth Grade |
| First Grade | Fifth Grade |
| Second Grade | Middle School |
| Third Grade | High School |

2. The program is intended for use with (check all that apply):

Students with disabilities  English language learners

Learning disabilities  Any student at risk for emotional and/or behavioral difficulties

Intellectual Disabilities

Emotional or behavioral disabilities

Other (please specify):

3. The behavior area of focus is (check all that apply):

Externalizing Behavior

Physical Aggression

Verbal Threats

Property Destruction

Noncompliance

High Levels of Disengagement

Disruptive Behavior

Social Behavior (e.g., Peer interactions, Adult interactions)

Other:

Internalizing Behavior

Depression

Anxiety

Social Difficulties (e.g., withdrawal)

School Phobia

Other:

4. Acquisition Information:

|  |  |
| --- | --- |
| Where to Obtain: |  |
| Street Address: |  |
| City, State Zip: |  |
| Phone #: |  |
| Web Site: |  |

Cost Information: Describe basic pricing plan, structure of the program, and/or resources needed for implementation. Also, provide information on what is included in the published program, as well as what is not included but required for implementation.

|  |
| --- |

5. 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:

|  |
| --- |

# C. PROGRAM/INTERVENTION SPECIFICATIONS

1. The program/intervention designed for use with (check all that apply):

Individual students

Small groups of students

A classroom of students

2. If group-delivered, how many students comprise a small group?

3. Program administration time:

      minutes per session

      sessions per week

      number of weeks

N/A (implemented until effective)

4. Does the program/intervention include highly specified teacher manuals or step by step instructions for implementation?

Yes  No

5. Is the program/intervention affiliated with a broad school or classwide management program?

Yes  No

6. Does the program/intervention require technology?

Yes  No

If so, please describe required technology:

|  |
| --- |

# D. TRAINING

1. How many people are needed to implement the program?

2. Is training for the interventionist(s) required?

Yes  No

3. Time required for training interventionist(s):

Training not required

Less than 1 hour of training

1-4 hours of training

4-8 hours of training

More than 8 hours of training.

Please specify:

Not available

4. Please describe the format and content of the interventionist training:

|  |
| --- |

5. Minimum qualifications of the interventionist(s):

Professional

Paraprofessional

Other. Please describe:

6. Does the program assume that the interventionist has expertise in a given area?

Yes. Please describe:

No

7. Are training manuals and materials available?

Yes  No

8. Describe how the training manuals/materials were field-tested with the target population of interventionists and students:

|  |
| --- |

9. May practitioners obtain ongoing professional/technical support?

Yes. Please specify:

No

|  |
| --- |
| **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***. For group designs, complete Study Form Version A. For single-case designs, complete Study Form Version B.  You may submit a minimum of one and a maximum of 10 study forms. Copy additional study forms as necessary. |

### SUMMARY OF EVIDENCE BASE

Please identify, to the best of your knowledge, all of 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.

| 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 terms of 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. However, the TRC also reserves the right 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 or extension of a sample from a previous study, complete one study form and cite the multiple publications or reports.

Title:

Authors:

Year Published:

| Study Citations: |
| --- |

If unpublished, how can user obtain technical report(s):

|  |
| --- |

Does the Study Form include information not described in the attached report(s)?

Yes  No

If yes, bold this information in the Study Form, and indicate how the user can obtain this additional information:

|  |
| --- |

# A. PARTICIPANTS

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

|  |
| --- |

2. Describe how students were identified as having emotional or behavioral difficulties:

|  |
| --- |

3. 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:

4. How many program/intervention students were *pretested?*        
 How many were *posttested*?        
How many control students were *pretested*?        
 How many were posttested?

5. What was randomly assigned?

Schools

Teachers

Students

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

Schools

Teachers

Students

# B. DESIGN

1. Was random assignment used?

Yes. Please provide the location (highlight, page number, etc.) in the attached document that describes the random assignment:

No. Please describe the study design:

|  |
| --- |

* 1. Clarify and provide a detailed description of the treatment that is the submitted program/intervention:

|  |
| --- |

* 1. Specify and describe the comparison condition (e.g., what is “business-as-usual”?):

|  |
| --- |

* 1. If 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):

|  |
| --- |

2. Using the tables below, provide data demonstrating comparability of the program group and control group on **pretest** **performance** and **demographics**.   
  
For pretest performance, include (a) pretreatment means and standard deviations on each variable for the program and control groups, (b) sample sizes for the program and control groups.  
   
 **Pretest behavioral 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** |
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\*NCII staff will complete this column.

**Demographic information**

|  | **Program** | | **Control** | |
| --- | --- | --- | --- | --- |
| **Number** | **Percentage** | **Number** | **Percentage** |
| **Grade level** | | | | |
| 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 |  |  |  |  |
| Emotional disturbance |  |  |  |  |
| Intellectual disability |  |  |  |  |
| Other |  |  |  |  |
| Not identified with a disability |  |  |  |  |
| **ELL status** | | | | |
| English language learner |  |  |  |  |
| Not English language learner |  |  |  |  |
| **Gender** | | | | |
| Female |  |  |  |  |
| Male |  |  |  |  |

# C. FIDELITY OF IMPLEMENTATION

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

Individually

Small group

Average group size:

Range:

Classroom

2. What was the duration of the intervention?

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 the control classrooms?

|  |
| --- |

# 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 operationally defined externalizing or internalizing behavior that described program directly targeted to improve.
* ***Broader measures*** assess aspects of behavior that are related to the skills targeted by the program but not directly taught in the program. For example, if a program taught a specific skill like on-task in one classroom, a broader measure would be academic performance in that setting or on-task behavior in another setting.
* ***Administrative data measures*** are measures, such as ODRs and graduation rates, which do not have psychometric properties as do other, more traditional, targeted or broader measures.

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** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**3. Administrative data measures**   
Using the table below, describe each administrative data outcome measure in terms of its relevance to your program’s focus. Please be specific regarding similarities between the measure and the focus of the program.

| **Measure name** | **Relevance to program focus** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

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

|  |
| --- |

# E. RESULTS

1. Describe the analyses you used to determine whether the program/intervention group improved more than the control group:

|  |
| --- |

2. 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 necessary, copy or use additional tables for additional measures or for disaggregated data for ELLs, SWDs, or students in specific racial-ethnic categories.

**Outcome data for program and control groups**

Check one:   Full sample

Disaggregated data (describe group):

| **Measure**  **(Name)** | **Posttreatment data**  **Provide for subset of students who completed the study** | | |
| --- | --- | --- | --- |
|  | **Program** | **Control** |
|  | Unadjusted Mean |  |  |
| Adjusted Mean |  |  |
| Unadjusted Standard Deviation |  |  |
| n |  |  |
|  | Unadjusted Mean |  |  |
| Adjusted Mean |  |  |
| Unadjusted Standard Deviation |  |  |
| n |  |  |
|  | Unadjusted Mean |  |  |
| Adjusted Mean |  |  |
| Unadjusted Standard Deviation |  |  |
| n |  |  |
|  | Unadjusted Mean |  |  |
| Adjusted Mean |  |  |
| Unadjusted Standard Deviation |  |  |
| n |  |  |
|  | Unadjusted Mean |  |  |
| Adjusted Mean |  |  |
| Unadjusted Standard Deviation |  |  |
| n |  |  |
|  | Unadjusted Mean |  |  |
| Adjusted Mean |  |  |
| Unadjusted Standard Deviation |  |  |
| n |  |  |
|  | 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 Version A. For single-case designs, complete Study Form Version B.  You may submit a minimum of one and a maximum of 10 study forms. Copy additional study forms as necessary. |

### SUMMARY OF EVIDENCE BASE

Please identify, to the best of your knowledge, all of 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.

| 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 terms of 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. However, the TRC also reserves the right 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:

Authors:

Year Published:

| Study Citations: |
| --- |

If unpublished, how can user obtain technical report(s):

|  |
| --- |

Does the Study Form include information not described in the attached report(s)?

Yes  No

If yes, bold this information in the Study Form, and indicate how the user can obtain this additional information:

|  |
| --- |

# A. PARTICIPANTS

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

|  |
| --- |

2. Describe how students were identified as having emotional or behavioral difficulties:

|  |
| --- |

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, settings, or behaviors, 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 external or internal behavior the program was directly targeted to improve and are operationally defined.
* ***Broader measures*** assess aspects of behavior that are related to the skills targeted by the program but not directly taught in the program. For example, if a program taught a specific skill like on-task in one classroom, a broader measure would be on-task behavior in another setting.
* ***Administrative data measures*** are measures, such as ODRs and graduation rates, which do not have psychometric properties as do other, more traditional targeted or broader measures.

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** |
| --- | --- | --- | --- |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |

**3. Administrative data measures**   
Using the table below, describe each administrative data outcome measure in terms of its relevance to your program’s focus. Please be specific regarding similarities between the measure and the focus of the program.

| **Measure name** | **Relevance to program focus** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

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

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# 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):

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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.

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1. For guidance on how to compute adjusted means, see the [Adjusted posttest means](http://www.intensiveintervention.org/sites/default/files/pdf/NCIIAdjustedPosttestMeansGuidance2013.pdf) document on <http://www.intensiveintervention.org/tools-chart-review-process>. [↑](#footnote-ref-1)