

Selecting Evidence Based Tools for Implementing Intensive Interventions

Webinar Transcript

Dr. Allison Gandhi (Presenter): So again my name is Allison Gandhi, as Laura mentioned, I'm the coordinator for knowledge development for NCII and what that means is that I oversee activities to identify and synthesize the evidence base about intensive interventions and about tools that can be used to implement intensive interventions. So today we are going to be focusing on how you can use evidence to inform your selection of intervention programs.

[Slide 2 – Today's Presentation]: So, for the webinar today we're going to cover five topics. The first is what is intensive intervention? Second we're going to review NCII's approach to intensive interventions. Third we'll describe the rationale for using the NCII tools chart to plan for intensive interventions. Then we will talk about the review process that's used to develop the tools chart and then we're going to walk through how to use the tools chart.

[Slide 3 – What is Intensive Intervention?]: Okay, so I wanted to start off just by saying a little bit about intensive intervention and our Center's approach to intensive intervention. So, intensive intervention is intended to address students that have severe and persistent learning and or behavioral difficulties. Intensive interventions should be first of all driven by data and second of all, they are characterized by increasing the intensity and the individualization of the instruction or support that's provided and typically intensive interventions are implemented within a multi-tiered level of support such as Response to Intervention (RTI) and so in that context you will often hear them refer to them as tier three or tertiary interventions.

[Slide 4 – What is Intensive Intervention?]: So, our center's approach to intensive intervention is what we call data based individualization or DBI and some of you may have already viewed some of our previous webinars or maybe read some of our publications. And so you may be familiar with DBI but, I do just want to go over it again just briefly so that we can really set the context for how you might use the tools chart to implement intensive interventions.

[Slide 5 – NCII's Approach to Intensive Intervention: Data-Based Individualization (DBI)]: So, DBI is a systematic method for using data to not only determine when an intervention needs to be changed but also how to make that intervention more intensive. And it's origins come out of the data based modification or the experimental teachings that were first developed at the University of Minnesota by Stan Deno and Phyllis Mirkin and then later expanded upon by others including Lynn and Doug Fuchs at Vanderbilt University and other's at universities around the country.

But, the main thing to keep in mind about DBI is that it's a process. It's not a single intervention program, it's not a single strategy and it's also not a onetime fix. It's very unlikely that any one thing you could do for students of these very individual and very intense needs are

going to be sufficient. So the point is that this is an ongoing process informed by data. And it's really designed to help teachers and intervention teams make good decisions about how to best target their instruction for students.

[Slide 6 – Secondary Intervention Program]: Okay so, on this next slide we have a graphic of the DBI process. And so the DBI process really begins after the interventionist have delivered an evidence-based secondary intervention or tier two intervention with fidelity and there are enough data to suggest that the student is not responding to that secondary intervention. So, it's that point where an interventionist will start the process of systematically intensifying the intervention based on the analysis of data in the sort of small iterative steps to meet a student's unique needs.

So looking down the graphic, the first thing that you might do in this process is that you might continue to deliver your secondary intervention program but, you're going to do it with greater intensity. And by that we mean more frequently or longer duration or maybe in a smaller group. So all of these kinds of ways of doing it with more intensity, we refer to these as quantitative strategies for intensifying the intervention. So in other words it's really just doing more of the secondary intervention.

The next step in the process is to collect progress monitoring data which presumably you have been doing all along in tier two. But, you would do it more frequently and so typically you would do it weekly. And then if the student still does not respond then you might want to collect some additional diagnostic data to find out more about why they might not be responding. So, what are the particular skill areas where they're in need of more intensive support? And then once you figure out what skills you need to target that's when you move into what we call adaptation mode where again you are intensifying the intervention but this time in addition to those quantitative strategies for intensification, you might try some qualitative strategies for intensifying the intervention.

So, in other words you're now making small changes or modifications to the actual intervention itself. So, things like adding more opportunities for practice, adding more modeling and so on. And I just saw a question pop up in the chat. I am going to try save most questions for the end but, someone asked to clarify a definition for diagnostic assessment data. Diagnostic assessment data is data that's telling you more about more detail about why a student is not progressing in a curriculum.

So, you might take your progress monitoring data for example and analyze it more in depth through error analysis just to get at sort of why they're not making progress on that particular outcome measure. So what is it specifically, what's the deficit area that specifically needs to be targeted? I should say that I believe there has been a webinar and Laura you can comment on this recently about diagnostic assessments. And so you should, we encourage you to go to our website to and refer to that.

Moderator: The webinar about diagnostic data will actually be the first of our webinar series starting up again in September.

Presenter: Okay great, thanks Laura.

[Slide 6 – Secondary Intervention Program Continued]: Okay, so back to the intervention adaptation. So, you're making modifications to the intervention now you're changing it in more sort of qualitative ways. And then again, this process just basically continues in a cyclical fashion. So, you're going to look at progress monitoring data again, you're going to see if that

adaptation seems to have worked but, if they're not responding you're going to go back and adapt the intervention again. And you keep doing this over and over in very small steps. So, this is just a quick overview of the DBI process and if you want to have more information on this or more detailed information about what this looks like in practice, I do recommend that you view one of our webinars. It's called "Intensifying Interventions for Struggling Students through Data-Based Individualization" or you can read our concept paper which is called "Data-Based Individualization and a Framework for Intensive Intervention." And both of those are available on our website.

[Slide 7 – How do Tools Charts Help Me Plan for Intensive Intervention?]: Okay, so let's talk now about the NCII tools chart and why this is a good resource for you to use when planning for intensive interventions.

[Slide 8 – Secondary Intervention Program]: So, just going back to our DBI framework to keep this in your mind I just want to draw your attention to this first step which is delivering the secondary intervention with greater intensity. And as I mentioned before, the DBI process begins when you take an evidence-based standardized secondary intervention program and you start to intensify it by modifying it and adapting it in small steps to meet a student's unique needs. So, in other words, we like to think of the secondary intervention program as the starting point or a platform from which you start the DBI process. And so this webinar is really focusing on that secondary intervention program and making sure that you are using an appropriate one before you move into the DBI process.

[Slide 9 – What are Secondary Interventions?]: Okay, a couple of points that I want to make just about secondary interventions if first of all, secondary interventions are standardized, evidence-based interventions designed for at risk students. They are sometimes scripted programs and they often involve detailed components in a specific scope and sequence that you are supposed to follow. Often times, you will hear the term tier two intervention or remedial curriculum to describe a secondary intervention. And there are some examples listed here on this slide so, the Leveled Literacy Intervention, Wilson Just Words, Check-In / Check-Out and Corrective Math. Those are just some examples.

[Slide 10 – Distinction between Secondary and Intensive]: Secondary intervention or tier two intervention is different than intensive intervention or tier three interventions and I've included on this slide some ways in which they are different. So first in terms of the content, when you're in tier two you are going to be delivering the content exactly how it was designed by the developer. In tier three on the other hand, you'll be using the secondary intervention as a platform again as a starting point which you will then adapt to meet the student's needs.

In terms of the timeframe again in tier two you're going to use the exact same duration and frequency that is recommended by the developer but then in tier three you're going to do more of it. You may have more frequent sessions or make them longer in duration. The group size is also different. So in a tier two modes you have four to seven students in a group but then when you're in tier three you're going to want to have three or fewer students in your group. For progress monitoring again the frequency is greater when you're in an intensive intervention mode and then for the students in tier two, you're working with the students who are at risk. In

tier three you're working with the students who really have the most severe and persistent learning and or behavioral needs.

So the overall point here is just to say again, the intervention at these two levels is different but it is also related. Because everything you do in intensive interventions builds on the foundation that you have set in secondary intervention or tier two intervention. So it's really important that before you begin intensive intervention that you're using an appropriate evidence-based secondary intervention program and that's what the tools chart can help you with.

[Slide 11 – Evidence and Relevance]: Alright and the interventions that you should be using when you're thinking about secondary interventions, they should first be evidence-based. But, they also need to be relevant to your needs and also feasible to implement. So when we talk about evidence-based, what that means is that the programs ability to do effectively what they're intended to do. Should have been tested and validated through rigorous research. So when you talk about an instructional program, you want to choose a program that again has been demonstrated through research to improve outcomes.

And while evidence of improved outcomes is important, it's also important that the tools are relevant. And by that we mean that they address and meet the very specific needs that you have in your school or district. So for example, there may be a program that has been demonstrated to improve outcomes in reading comprehension let's say in the upper elementary grades but you may be more interested in a program in the lower elementary grades. So maybe one that's more focused on phonemic awareness. So you just need to think about your needs and priorities in addition to the evidence-based when selecting a program. And then also you need to think about how feasible it is to implement the program in your school or district. So questions about cost, training requirements and materials or equipment that you might need, these are all important to consider and the tools chart is designed to help you evaluate all of these things.

[Slide 12 – Academic Interventions Chart]: So this is a quick screen shot of what the Academic Intervention Tools Chart looks like on our website and I'll be going over some sections in more detail later during the webinar.

[Slide 13 – Developing the Charts]: First I just wanted to talk about the development of the tools chart just to give you some background and some context.

[Slide 14 – Technical Review Committees]: Okay, so the tools chart presents results of reviews conducted by one of our technical review committees or TRCs. And this TRC process is something that originated under our National Center on Student Progress Monitoring and our National Center on Response to Intervention. We currently have four TRCs. These TRCs are academic progress monitoring, academic intervention, behavioral progress monitoring and behavioral interventions. For this webinar, I'm only talking about the TRC and the tools chart on academic intervention. But, I'm happy to have an e-mail conversation with anyone after this to provide more information on some of the other TRCs or answer some brief questions about them later.

But, under the NCII we are essentially continuing the work of the TRCs that were developed under these previous centers. So the tools chart on academic intervention that you see on the NCII site is basically the same as what's included on the NCRTI site in which many of you may be familiar with. It just has a slightly different look to it and there is some additional

information included. But one thing to; that's important to know is that all new submissions that we receive go through the NCII review process and so if you're looking for the most up to date source of information you should be looking at the NCII chart and not the NCRTI chart.

All of the members of the TRC are national experts in respective areas. So for example, in academic intervention or behavioral intervention and also they have very specialized expertise in measurement and research methodologies. So, they have the skills and qualifications that are necessary to evaluate the evidence of effectiveness that developers submit for their intervention programs. And if you want to find out more about the members of the TRC, who they are and what their qualifications are, you can visit the TRC membership page on our website and there's a link included here on this slide.

[Slide 15 – Tools Review Process]: So, each TRC goes through a very systematic process to conduct the reviews and the process consists of five steps. The first is submission and what we do is we issue a call for tools and programs and this is something that is posted on our website annually and is marketed widely to vendors and publishers around the country and we give interested vendors about six weeks to respond. They are required to fill out a detailed evaluation protocol when they respond which provides all of the data that the TRC will need to evaluate the adequacy of the program.

Next we have what we call the first-level review and during this stage, we randomly assign each submission that we receive to two members of the TRC and each of those TRCs reviews and then rates the submission independently. They're required to enter their ratings and any comments that they have through an online review system and at that point, they don't know who their co-reviewer is. But, once both reviewers for a particular submission have finished those first level of reviews we move into the second-level review and that's when the two reviewers get together, they review each other's ratings and comments and they are required to come to a consensus and enter a joint rating and comment.

The next step is interim communication with the vendors. So, we send all vendors a letter letting them know what their ratings and comments were and they're given a chance to submit any kind of additional evidence or clarification in response. They have two weeks to provide their response and once we get those, we pass them on to the reviewers who then complete their third and final review. And then for this final review each team again needs to come to a consensus and enter a joint final rating and comment. But also after that, the entire TRC will convene for a debrief meeting in which they review the results for all of the submission and they discuss and resolve any issue that may have come up during the review.

And then once that debrief is completed, that's considered to be the official sign off on the results of the full TRC and then we publish the results on the tools chart.

[Slide 16 – Tool Review Process]: So a few important points just to note here first of all, the NCII does not endorse or recommend any of the products that are on the chart. So, the purpose of the chart is simply to assist educators and families in becoming informed consumers when selecting a program to meet their needs. So you should really keep this in mind when looking at the chart and additionally, the chart does not represent an exhaustive list of every program that is out there.

Our submission process is voluntary so we are only reviewing evidence on products that are submitted to us by the developers. So, there may be a program that you have heard of or maybe you are considering using it or maybe you are currently using it and you don't see it on

our chart. That doesn't mean that there's anything wrong with that program. It simply means that the program has not gone through our center's review process. So again, just keep that in mind. These charts are intended to be a source of information that can help you select programs but also to think about what information you might need to know in order to select an appropriate program. And if there is a program that you're considering and it isn't on the chart and you're concerned about their technical quality we definitely recommend that you just call the developer directly and ask them to submit their product through our review process.

[Slide 17 – Using the Tools Chart]: Okay, so let's talk about using the tools chart now.

[Slide 18 – Tips for Using the Tools Chart]: So, the tools chart includes a large amount of information designed to assist you in selecting a program that's most appropriate use for you in your classroom, school or district. The best program is not going to be the same for every user and it's not determined by any single element on the chart. So, users of the chart should really review all of the different elements on the chart when making a decision and we recommend the following six steps for using the chart.

First, gather a team. Second, determine your needs. Third determine your priorities. Fourth, familiarize yourself with the content and language of the chart. Fifth review the data and then sixth get more information. And I'm going to say a little bit more now about each of these steps.

[Slide 19 – Step One: Gather a Team]: So first we recommend that you establish a team for making this decision. It's really important that the decision to use any particular program has buy in from key constituents from your school or district and that you are bringing multiple types of expertise to the table to discuss your options. So for example, you will need the school-based person or the people who will actually be using the program and you also will probably need someone with technical knowledge regarding how to interpret the evidence based behind each program.

[Slide 20 – Step Two: Determine Your Needs]: Next we recommend that you work with your team to conduct a needs assessment to determine what kind of program you need. So you should think about some of these questions on the slide. So for example, for what skills do I need an intervention program for? So you want to think about you know broad scale areas you're interested in addressing as well as specific outcome measures within those.

So for example, are you interested in academic skills or behavioral skills or both and then what specific outcomes you want to improve within those? Is it phonemic awareness or reading comprehension, math computation or is it a combination of a number of these outcomes? And when you're thinking about these outcomes you also want to think about your current curriculum and how the outcomes align with that curriculum. And although all of these outcomes are important, you may need to prioritize them and so you can look at your recent performance data and see which areas seem to be having the most challenges right now and you might want to focus on those outcome areas first.

Also, you might want to think about what grades you need an intervention program. Also will this program be used with all students or only specific students or subgroups of students and which subgroups. So for example, are you targeting all students or are you just addressing issues for subgroups like English Language Learners (ELLs)? And even if you're targeting all students,

you do want to get a handle on the demographics and the characteristics of that population. So for example, you may have a population that has a high percentage of students who are economically disadvantaged or a high percentage with a certain type of disability.

And this information will help you when you review the evidence of a specific program because ideally you'll want to select a program that has been validated and researched on a population of students with similar characteristics as the population that you're interested in serving.

[Slide 21 – Step Three: Determine Your Priorities]: Okay, in addition to determining your needs for an intervention program your team should also consider its priorities. So some things to consider would be the materials and the space that will be needed. Is there time available for the instructional program? Are staff available and their capabilities and the funds that you have to support your effort?

So when thinking about priorities you should be thinking about questions like you know is this an intervention program that can be purchased for a reasonable cost? Is it one that doesn't take long to administer? Is it one that offers ready access to training and technical support for staff? Is it one that meets the highest standards for technical rigor? And you know ideally, you want a program that meets all of these criteria but, it's possible that a program might not exist like this. So you're just going to need to weigh your priorities carefully when making your selection.

[Slide 22 – Step Four: Familiarize Yourself with the Content and Language of the Chart]: Okay, so now that you have a handle on your needs and priorities you're ready to start reviewing the chart. And there are many different parts of the chart so it's important to become familiar with all of them in order to do a comprehensive review of the information. There are three main areas in which products are evaluated.

So, there are the ratings of technical rigor. There are the implementation requirements. So again, things like costs and training needs. And also there are the data that are submitted by the vendor. The ratings of technical rigor are represented with rating bubbles like you see on this slide. So a full bubble indicates convincing evidence while an empty bubble indicates unconvincing evidence. I will go into detail on the upcoming slides about what these ratings mean when looking at studies of intervention programs.

[Slide 23 – Four: Familiarize Yourself with the Content and Language of the Chart]: Okay, all charts provide information on how to implement tools. So, they share descriptive information, usage information, information about acquisition and costs, program specifications and requirements and training. And you can get all of this information by clicking on the name of the intervention and a window will pop up similar to what you see on this slide that provides you all of this information.

[Slide 24 – Four: Familiarize Yourself with the Content and Language of the Chart]: A few new features that have recently been added to the tools chart are the ability to sort tools and programs by the subject. At this point, I think we just have Math and Reading and grade. And we have that divided into elementary and secondary and that can just narrow down some of the programs that you're looking for. So to use these features you just select the appropriate subject or grade level and then you select the apply button.

[Slide 25 – Intervention Tools Chart: Content and Language]: Okay so as I mentioned earlier, each tools chart includes a focus on the technical rigor of the tool. And so for the tools chart on intervention programs, this section is called study quality.

[Slide 26 – Intervention Tools Chart: Content and Language]: And so each study about the intervention program is evaluated on four dimensions. We have participants, design, fidelity of implementation and measures. And measures are actually broken up into two sub-columns. These are targeted measures and broader measures. So what I'm going to do now is just walk you through each of these dimensions and provide an explanation of what they mean.

[Slide 27 – Study Quality: Participants]: So for participants, the TRC looks for evidence that the sample that was studied is indeed considered at risk. And because these are secondary interventions, they are designed to target the needs of at risk students and so the sample on the study should have that qualification. So, users can click on the bubble just like this and you'll find the information that was used to rate the tool and this information also allows the user to compare their population to the population researched in the study. So, the pop up will provide information about the sample size, inclusion of ELL students, students of other different backgrounds, in categories, in grade levels and so on.

[Slide 28 – Study Quality: Design]: So for design, this is really the heart of the study quality section. Here the TRC is really looking for studies that have been designed in such a way so that any result can be attributed solely to the intervention and not to any extraneous factors. And so this means that ideally, the study used random assignment or if not, it was a high quality quasi experimental design. And by that, we mean that any systematic differences between the control group and the treatment group are small and are accounted for appropriately in the analysis.

And a lot of this is technical so I'm not going to go into too much detail but it does align very closely with the criteria that are used by the What Works Clearinghouse. The point is that we are looking for very rigorously designed studies. And if you click on the rating bubble for design you will see a number of sub-questions that the TRC uses to evaluate the quality of the design and how the study was rated for each of them.

[Slide 29 – Study Quality: Fidelity of Implementation]: Okay, for fidelity of implementation what this means is that the study was able to document how the intervention was implemented during that research study and whether or not it was implemented in the exact same way that it was intended to be implemented. And this standard is really important because in order for a practitioner to be confident that they are going to see the same results from using an intervention that was demonstrated in a research study, they need to know that the intervention was implemented exactly as intended so that they can then replicate that in their classroom.

And again you have this pop up function where you can click on the bubble and you can see what the vendor submitted to the TRC regarding fidelity of implantation.

[Slide 30 – Study Quality: Measures]: So for measures, the TRC looks at whether the outcome measures that were assessed in a study are relevant. So in other words, are the outcomes related to a programs instructional content? And also have these measures proven to be reliable and

valid? And you'll see again that there are two types of measures that are evaluated. They are targeted measures and broader measures.

Targeted measures are skills that a program is directly intended to target to improve. So for example, if a program is teaching word attack then a targeted measure could be decoding a student's work. If a program teaches comprehension of cause and effect passages then a targeted measure would be answering questions about the cause and effect passages. On the other hand, broader measures are skills that are not directly taught in the program but, they're related to what's taught in the program. So for example, if again you had a program that taught word level reading skills a broader measure might be answering questions about passages that a student reads. If a Math program is teaching calculation skills a broader measure might be solving word problems that require the same kinds of calculation skills that are taught in the program.

And again when you click on the bubble the user will see some more detailed information about the measures the score type and the range of those measures and the reliability statistics and the relevance to the program's instruction.

[Slide 31 – Intervention Tools Chart: Content Language – Effect Size]: Okay so the section of the chart is the effect size section. And this essentially means the results. So these columns contain information about the extent to which the program has been proven to have positive effects on outcomes. And this section is really important because you want to look at programs that not only is supported by evidence from technically rigorous, well designed studies but also those where the study show that the program has positive results. And for the effect size, the TRC does not actually rate this information but instead they just calculated the effect size across all of the studies submitted. They use a standard formula and again it's consistent with what the What Works Clearinghouse uses and then offers information so that viewers of the chart can compare for themselves across the studies for the different outcome measures that they're interested in.

So these columns here first have information on the overall number of outcome measures in the study. Then a column with the average effect size for targeted measures and the average effect size for the broader measures. And then there are two columns indicating whether or not the outcome data has been disaggregated by subgroups and also whether or not the data has been disaggregated for students who fall below the twentieth percentile because these are students who typically are in need of intensive interventions.

[Slide 32 – Effect Size]: So, a few notes again about effect size. So again, the effect size is a standardized measure of the magnitude of the relationship between two variables. And so specifically on this chart, the effect size represents the magnitude of the relationship between participating in a particular intervention and an academic outcome of interest. So the larger the effect size, the greater impact that participating in that intervention had on the outcomes. And then furthermore, a positive effect size indicates that participating in the intervention led to improvement in performance on the outcome measure while a negative effect indicates that participating in the intervention led to a decline in performance in the outcome of the academic measure.

And generally, research literature will identify effect sizes as point eight or greater as large effect. So, point five is moderate and then point two to point three as small. And according to the What Works Clearinghouse, any effect size about point two five is what they would consider substantively important.

[Slide 33 – Effect Size]: Okay so again on the chart, we calculate and report the average effect size across all of the outcome measures in the study. But then, when you click on a cell you come to a pop up that has effect sizes for each individual measure.

[Slide 34 – Effect Size: Disaggregated Data]: And then here again, we have columns that indicate whether or not the effect size has been disaggregated for sub-groups or for students with particularly low levels of academic achievement. If the data have been disaggregated then you can click on the pop up and see those effect sizes.

[Slide 35 – Intervention Tools Chart: Content and Language - Intensity]: So the next section of the chart has to do with intensity and these columns indicate information related to the implementation of the program as an intensive intervention. Some things that you're going to want to know for these three columns are administration group size, duration of the intervention and minimum interventionist requirements.

[Slide 36 – Intensity]: So with administration group size, we're talking about the number of students who receive instruction simultaneously through the intervention program. Duration of the intervention of course includes the time per intervention session, the number of sessions per week and the duration of the intervention period. And then minimum interventionist requirements, this means that the minimum standards set by the intervention program regarding the qualifications of the individual implementing the program and the amount of time required for their training.

[Slide 37 – Intervention Tools Chart: Content and Language – Additional Research]: Okay and then finally, the last section of the chart is on additional research. The purpose of these columns is to include information on additional literature that may exist on a program but that the TRC has not yet reviewed. And so when you click on these cells, you will come to a pop up with a list of other literature on the program and also if the program has been reviewed by the What Works Clearinghouse we include information about the results of that review.

[Slide 38 – Additional Research]: And the point here really is to remind users that our chart is just one source of information on the quality of these intervention programs. And we really do encourage viewers to view our chart as well as other sources of information when making a decision.

[Slide 39 – Step Five: Review the Data]: So as I mentioned earlier, the tools chart indicates the data provided by the publisher so we encourage you to look at these data. Just by clicking on any of the cells you'll come to these pop ups. Examining the data can be useful for a number of reasons. So for example, you may see two or more studies that received the same rating for a particular standard but in these cases, you know how do you know which one really best meets your needs. So if you click on a rating and you look at the actual data you get some more detailed information that can help you determine which program might be more appropriate.

[Slide 40 – Step Six: Get More Information]: And then finally, you may find that the tools chart doesn't provide you with all of the information you need. So for example, what if a

program in which you're interested in doesn't have disaggregated data for a particular sub-group that's important to you? We recommend that you go ahead and try to ask the vendor or the developer. So these publishers who have chosen to submit their programs to us for review and then put them on the chart, they are very interested in meeting the needs of their customers. They are also interested in doing more research to provide the data that you need.

So again, we just encourage you to contact them and you can find contact information for the publisher's right here on the chart by clicking on the name of the program. And then in the same way, is the program that you currently use or are interested in learning about is not on the chart call the developer and let them know about the TRC review process and the tools chart and ask them to submit it or consider submitting their products for a review.

[Slide 41 – Summary]: Okay, so just as a summary and a few final comments to make and just to wrap up. So just remember, again to consider the technical quality, relevance and feasibility when you're selecting an intervention program. Second, the tools chart really does provide a good base of information but it's not going to tell you what program is right for you. That decision is really up to you and your team. Third, the chart is not an exhaustive list of all programs. The fourth, there really is not perfect intervention program unfortunately but, we encourage you compare your needs and priorities to the information on the tools chart when making a decision.

Okay thank you, I think we've reached the end of my portion.

Moderator: Thanks Allison.

Presenter: And I think we're open to any questions?

Moderator: Yeah thank you Allison. We have one question that's been typed so far and we will see if any other questions pop up. One of the questions that was asked was some programs on the chart are listed multiple times.

Presenter: Yep

Moderator: Such as Read 180, can you explain why that is?

Presenter: Yes, absolutely. So each line on the tools chart represents a research study that was conducted on the program. So, when you see Read 180 with you know maybe five lines or something like that, that means that five research studies about that program were submitted and each study is rated separately. So when you look at the chart, that's something to consider. I think programs that are on there with several studies all of whom received fairly good ratings and consistent ratings, you probably can be more confident in that evidence than a program that might just have one study or maybe a couple of studies with very conflicting evidence or results.

Moderator: Thank you. We have another question. How is this different from the What Works Clearinghouse?

Presenter: Well, I think the; the main difference I would say that the What Works Clearinghouse is going to give you an overall rating of the actual intervention program itself. We don't do that. We only rate the studies that have been submitted by the developer for that particular intervention. And we provide a lot of what we hope is user friendly information about what you might need in terms of; for implementing the program.

One other difference is that we do, do a rating on the fidelity of implementation of; in the study. You know of how well was the intervention implemented during the study. The What Works Clearinghouse doesn't have criteria for that.

Moderator: Alright, thank you Alison. We have one more question that came up. Angelina said, this might be off topic but, I'll give it a try.

Presenter: Um hum

Moderator: You noted the duration list is thirty six weeks for some interventions. Do you suggest that interventionists use their professional opinion if an intervention is showing little progress via both formal and informal assessment?

Presenter: Yes absolutely and I think you'll see this in a number of other webinars and materials that we have on our website, that; that's a very long time to run an intervention and if you are seeing little progress yes, we would recommend that you use your opinion to try to move on to something different.

Moderator: Alright, we don't have any other questions at this time. We have, you'll notice that there is an e-mail address listed on the screen so, please feel free to e-mail if any additional questions come up at a later time. Thank you all for participating in the webinar today.

Presenter: I do have, I see one more question and I can answer it because it is a good one.

Moderator: Sure

Presenter: Yeah, we did go through a behavioral intervention process and unfortunately we only received one submission. So, we are not going to publish that chart right now. We're going to wait for more submissions to come in and we want to publish a chart that has a more comprehensive list.

Moderator: Thank you Allison.

Presenter: But related to that we again recommend that you know we could use help from people in the field to contact publishers of interventions that you want to be reviewed and encourage them to submit them.

Moderator: Great, well thank you everyone for your questions and thank you Alison for presenting this webinar today. You'll notice that the survey link is up on the screen. We would really appreciate your feedback in improving our future webinars. And just as a reminder, this webinar will be posted on our website with the PowerPoint as well as an audio recording and a Q and A document. And, please join us in June for our next webinar which is Addressing Secondary Interventions - Evidence-Based and Fidelity. Thank you everyone and have a good day.

Presenter: Thank you.