



NOTE FROM THE DIRECTOR

Hello Everyone,

I can't believe we are in the final stages of the school year; days are going to fly by from here on out. However, just because we are the last leg of the race, don't be tempted to reduce the intensity or specificity of your intervention with students. To that end, I thought we'd do a little refresher on evidence-based and research-based interventions in this newsletter. I hope you find it useful.

Evidence-Based and Research-Based Practices

Evidence-based practice and research-based practice may seem to be buzzwords that are being thrown around a lot by curriculum companies and programs. So how do we know what is really evidence-based and what is not?

We need to look at the research. I know, you thought you left that behind in college, but as educators we need to be life-long learners and critically weigh the evidence being presented. For example, if a company states that their program is research-based and they are the only people completing that research, we may need to take their results with a grain of salt due to bias because there is no independent research to back up their claims. When looking at the evidence and research, we want to make look for interventions we want a high quality of evidence. Here is a [link](#) to a training about evaluating an evidence-based practice.



EBP Resource links

[ESSA PDF](#)

[What Works Clearing House](#)

[ERIC](#)

Tiers of Evidence

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

When selecting an intervention for our students we want to select an intervention that falls into one of their [four tiers](#).



On Another Note...

I want to thank everyone that took the time to complete our professional development needs assessment survey. The results are being used to guide our PD development plan for next year.

You and your colleagues rated the following as the highest areas of training need :

- Programming for students with autism
- Writing Measurable Social Skills Goals
- Executive Functioning Skills
- Writing a thorough PWN
- Writing eligibility statements

Coincidentally these are the areas that I also had identified as our greatest areas of training need :)

The majority of you identified a blended model of face-to-face and online as the best delivery model.

The coordinators and I will be finalizing the PD implementation plan over the next few months, but I wanted to give you an idea of the topics we'll be covering next year.

Safety Care



As you read in my email a few weeks ago, we are offering safety care training for GST staff that work with students that are displaying physical behaviors. Some of you may have been hesitant to sign up for training because it is being held during a time that you are off contract. Do not worry, GST staff who take Safety Care this summer should submit a request for [stipend form](#) to be compensated for their time. I've linked the form for your convenience. If you no longer have the safety care email, but you'd like to enroll, please email me and I'll resend you the flier.
