

Evidence-Based Interventions

I. Guiding Questions for Identifying Evidence-Based Interventions

1. Do the interventions provide an explicit description of the procedures, practices and/or strategies to be used?
2. Do the interventions provide a clear definition of the settings and implementers who use the procedures, practices and/or strategies?
3. Do the interventions provide an identification of the population of individuals who are expected to benefit?
4. Do the interventions provide the specific outcomes expected?

II. Identifying and Implementing Educational Practices Supported By Rigorous Evidence

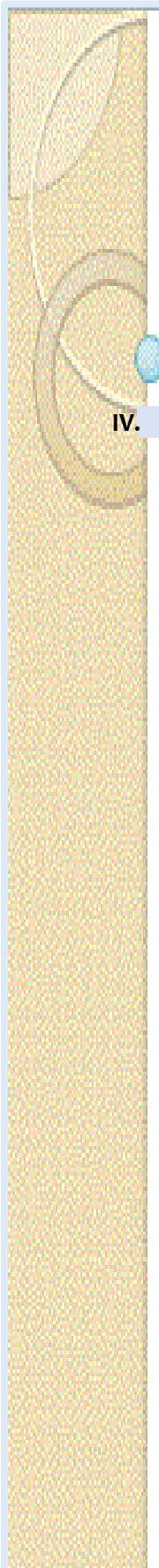
1. [Where to find evidence-based interventions](#)
2. [How to evaluate whether an intervention is backed by "strong" evidence of effectiveness.](#)
3. [How to evaluate whether an intervention is backed by "possible" evidence of effectiveness](#)

III. 5 Culturally Responsive Behavior Interventions That Work!

Adapted from “[Strategies for Preventing Disproportionate Exclusions of African American Students](#)” (Preventing School Failure, 55(4), 192–201, 2011)

1. Expected student behaviors should be acknowledged regularly (positively reinforced) (>4 positives to 1 negative) in the classroom.
 - a. acknowledge expected behaviors
 - b. Demonstrate caring and high expectations
2. Transitions between instructional and non-instructional activities in the classroom should be efficient and orderly.
3. Patterns of student problem behaviors (e.g., office discipline referrals and suspensions) should be reported to teams and faculty for active decision making on a regular (e.g., monthly) basis, disaggregated by ethnicity and race.

Check-in Check-out	Additional Resources/Research
<ol style="list-style-type: none">a. Improves student accountabilityb. Increases structurec. Improves student behavior and academics when other interventions have failedd. Provides feedback and adult support on a daily basise. Improves and establishes daily home/school communication and collaborationf. Improves student organization, motivation, incentive, and rewardg. Helps students to self-monitor and correcth. Internalizes success and accomplishment of goalsi. Students get involved and excited about the program, enjoying the structure, support, and incentives of the	<ul style="list-style-type: none">▫ http://www.swpbs.org/inser vice/files/check-in-out-module.pdf▫ http://www.pbisworld.com/tier-2/check-in-check-out-cico/

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- intervention
- j. Leads to maintenance free responsible behaviors, habits, and effort.
 - 4. School teams that are responsible for developing action plans for improving student behavior (at whole school and individual levels) should have access to ongoing training and support from district personnel related to function-based positive behavior interventions and supports, SWPBS, and cultural responsiveness.
 - 5. For individual students with serious behavior problems, local resources should be used to conduct functional assessment-based behavior support planning (~10 hrs./week/student).

IV. Additional Resources

1. [PBIS World](#)
This resource host both research-based and evidence-based interventions. Use the resources in **section II** to help you make independent judgments about whether the listed interventions are supported evidence-based or other. In any case, this is a great classroom resource.
2. [Tier 2 System Interventions](#) (Kansas School-wide PBS).
3. These evidence-based interventions are grouped according to common reasons for the behavior and include modeling videos (University of Missouri).
 - a. [It is a small group or class wide problem.](#)
 - b. [The student needs help learning the appropriate behavior.](#)
 - c. [The student is able to avoid \(e.g. academic or social task\) something when they engage in the behavior.](#)
 - d. [The student is able to gain something \(e.g. attention\) when they engage in the problem behavior.](#)
 - e. [The student needs help doing the behavior in a new setting, time or manner.](#)