

2017 Call for Submissions of Academic Intervention Programs & Behavior Intervention Programs

The **National Center on Intensive Intervention** (NCII) is funded by the Office of Special Education Programs (OSEP) to build capacity of state and local education agencies, universities, practitioners, and other stakeholders to support implementation of intensive intervention in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs.

Rigorous research has shown that educating students with disabilities who require intensive intervention due to persistent learning and/or behavioral problems, whom teachers find among the hardest to teach, begins with a validated instruction platform that is “personalized” using data-based individualization (DBI). NCII believes that DBI is the engine that powers a dynamic, continuous interplay between assessment and intervention until the student demonstrates a satisfactory response.

The primary goals of this call are:

- to solicit information about existing academic and behavior intervention programs;
- to evaluate the quality of the evidence that demonstrates efficacy for these interventions; and subsequently,
- to provide technical assistance to participating stakeholders for successful implementation of them.

NCII has recognized a need for more information about evidenced-based academic interventions for English learners (ELs). We encourage vendors of interventions that can provide outcome data demonstrating effectiveness for English learners with intensive needs, especially interventions specifically targeted for ELs, to submit their programs for review.

NCII will share information about evidence-based intervention programs that are identified through this call with an array of partners including state and local education agencies, institutions of higher education, technical assistance centers and professional development providers, parent centers, and relevant professional organizations.

The submission deadline for academic and behavior intervention programs is **March 10, 2017**.

Criteria for Review of Intervention Programs

For the purposes of this call, the NCII defines academic and behavior interventions as follows.

- **Academic interventions** are defined as 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.
- **Behavior interventions** are defined as 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.

Developers of intervention programs that meet either of the definitions above are invited to respond to this call. In order to qualify for review, programs must be designed to be delivered in small groups or individually.

Submitters must fill out all sections of the evaluation protocol, in addition to proving a copy of the actual study in published or unpublished form. Group design studies must include the following elements of a rigorous design: (1) psychometric properties (e.g., reliability) of the dependent measures are described; (2) outcome is a quantitative index of students' academic performance (for academic interventions) or behavior (for behavior interventions); (3) treatment and control groups are adequately defined; and (4) the treatment group is compared to a "business-as-usual" control group. Single-case design studies must include the following elements of a rigorous design: (1) operational definition of independent variables, dependent variables, settings, and contexts and independent variable systematically manipulated; (2) 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; and (3) the collection and reporting of inter-observer or inter-scorer indices (as required for direct observation), when appropriate. For detailed information on the review standards and rating criteria see the Academic Intervention Rating Rubric or the Behavior Intervention Rating Rubric on our website here: <http://www.intensiveintervention.org/tools-chart-review-process>.

Directions for Submissions

1. Obtain a copy of the Standard Protocol for Evaluating Academic Intervention Programs or the Standard Protocol for Evaluating Behavior Intervention Programs form through the NCII website (<http://www.intensiveintervention.org/tools-chart-review-process>) or contact the NCII.

NCII staff will be available to assist as you prepare your submission packet and to answer any questions you may have.

2. The completed submission protocol must be submitted electronically as a Microsoft Word document. The remainder of the submission packet, which includes required

documentation and any supplemental materials, can be submitted to the NCII by attaching to an email or providing on a USB flash drive or CD.

File Formats: The submission protocol must be submitted electronically as a Word document. Acceptable file formats for all other materials include Word, PDF, HTML, and text.

3. Submit application packet or make further inquiries to:

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NCII Tools Chart Task Lead

American Institutes for Research

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Review Process

The TRC review process consists of the four steps below. For a detailed explanation, visit our website:

http://www.intensiveintervention.org/sites/default/files/Tools_Chart_Submission_Review_Process.pdf.

1. All submissions will be checked for completeness by NCII staff. Required documentation, including copies of studies, must accompany the protocol in order to be reviewed by the TRC.
2. All complete submissions will undergo a review process by the Center's Technical Review Committee of nationally renowned experts on academic or behavior intervention. For further information about the committee members and their roles in the review process, please visit our website.
3. The review process will be conducted in two phases. Submitters will be notified of initial results and comments after the first phase of review. If presented evidence is found to be insufficient after the first phase, submitters may submit additional evidence or clarification. This additional information will be used to re-review and finalize results during the second phase of review. **Once the review has begun, withdrawal will not be permitted.**
4. Final TRC decisions as to the technical adequacy of submitted studies will be disseminated through NCII to states, districts, schools, and NCII's partners for implementation.