

Tool Chart Users Guide

2019

About the National Center on Intensive Intervention

The National Center on Intensive Intervention is housed at the American Institutes for Research and works in conjunction with many of our nation's most distinguished experts on intensive intervention. It is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and is part of OSEP's Technical Assistance and Dissemination Network.

National Center on Intensive Intervention

<http://www.intensiveintervention.org>

Tool Chart Users Guide

November 2019

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835

www.intensiveintervention.org

This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. #H326Q160001. Celia Rosenquist is the OSEP project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted.



Contents

	Page
The Basics of the Chart	1
What Are the Tools Charts?.....	1
Screening.....	1
Progress Monitoring.....	2
Intervention	2
Tips for Using the Charts	4
1. Gather a Team	4
2. Determine Your Needs	4
3. Determine Your Priorities.....	5
4. Familiarize Yourself With the Content and Language of the Chart	5
5. Review the Data.....	6
6. Ask for More Information	6

The Basics of the Chart

What Are the Tools Charts?

The National Center on Intensive Intervention (NCII) has developed six *tools charts*. These web-based tables summarize the technical rigor and key implementation features of evidence-based intervention programs and assessment tools. They can be used as part of a data-based individualization program for educating students with disabilities and other students who require intensive intervention because of persistent learning and behavior challenges. The tools charts are intended to assist educators and families in becoming informed consumers who can select academic and behavioral assessment tools and interventions that address their specific needs.

The tools charts are a result of reviews conducted by the Center's [Technical Review Committees \(TRCs\)](#). The TRCs are composed of national content and methodological experts who conduct reviews using a [standard review process](#). The TRCs, in conjunction with NCII staff and advisors, are responsible for the development of review materials, including establishing technical standards and rating rubrics used to evaluate the technical adequacy of screening tools, progress monitoring tools, and intervention programs.

The TRCs rate submitted tools against technical standards but do not compare them to other tools on the same chart. The presence of a tool on a chart does not constitute endorsement and should not be viewed as a recommendation from either the TRCs or the NCII.

The tools charts are among the most popular resources on NCII's highly viewed website. Our users represent state and local education agencies, institutions of higher education, technical assistance centers, professional development providers, and more.

Brief descriptions of the six tools charts follow.

Screening

The **academic screening tools chart** is composed of evidence-based screening tools that can be used to identify students at risk for poor academic outcomes, including students who require intensive intervention. The chart displays ratings on technical rigor in the areas of classification accuracy, reliability, and validity, and it provides information on the representativeness of the sample, whether a bias analysis was conducted, and key usability features.

View the academic screening tools chart:

<https://charts.intensiveintervention.org/chart/academic-screening>

The **behavior screening tools chart** includes evidence-based screening tools that can be used to identify students in need of behavioral intervention. The chart displays ratings on technical rigor in the areas of classification accuracy, reliability, and validity, and it provides information on the representativeness of the sample, whether a bias analysis was conducted, and key usability features.

View the behavior screening tools chart:

<https://charts.intensiveintervention.org/chart/behavior-screening>

Progress Monitoring

The **academic progress monitoring tools chart** consists of evidence-based progress monitoring tools that can be used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. The chart displays ratings on technical rigor of performance-level standards (reliability and validity) and growth standards (sensitivity, alternate forms, and decision rules), and it provides information about whether a bias analysis was conducted and key usability features.

View the academic progress monitoring tools chart:

<https://charts.intensiveintervention.org/chart/progress-monitoring>

The **behavior progress monitoring tools chart** is composed of evidence-based progress monitoring tools that can be used to assess students' social, emotional, or behavioral performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. The chart displays ratings on technical rigor of performance-level standards (reliability and validity) and growth standards (sensitivity and decision rules), and it provides information about whether a bias analysis was conducted and key usability features.

View the behavior progress monitoring tools chart:

<https://charts.intensiveintervention.org/chart/behavioral-progress-monitoring-tools>

Intervention

The **academic intervention tools chart** contains studies conducted on programs beyond the core curriculum that target small groups or individuals, with the goal of improving academic outcomes for students whose performance is nonresponsive to the core procedures. The chart displays the study's results and ratings of the study's quality, and it provides information on the program administration and whether additional research has been conducted on the program.

View the academic intervention tools chart:

<https://charts.intensiveintervention.org/chart/instructional-intervention-tools>

The **behavioral intervention tools chart** includes studies conducted on programs beyond the core procedures (e.g., schoolwide, basic classroom organization and management) that target small groups or individual students with social, emotional, or behavioral problems whose performance is nonresponsive to the core procedures. The chart displays the study's results and ratings of the study's quality, and it provides information on the program administration and whether additional research has been conducted on the program.



View the behavior intervention tools chart:

<https://charts.intensiveintervention.org/chart/behavioral-intervention-chart>



Tips for Using the Charts

The tools charts present large amounts of information designed to assist you in selecting a screening assessment, progress monitoring assessment, or intervention program that is most appropriate for use in your classroom, school, or district. The “best” program is not going to be the same for every user and is not determined by any single element on the chart. Users of the chart should review all the elements of the chart when selecting an assessment or intervention.

We recommend a six-step process for using the chart:

1. Gather a team.
2. Determine your needs.
3. Determine your priorities.
4. Familiarize yourself with the content and language of the chart.
5. Review the data.
6. Ask for more information.

1. Gather a Team

Often, decisions about appropriate intervention programs and assessments will involve the input of multiple administrators, teachers, and staff. When using a tools chart, it will be important to gather a team of key constituents in your school and district to review the information together.

Before you begin, ask yourself:

- Who should be involved in selecting the tool?
- What types of expertise and what perspectives will be needed among those involved in selecting the tool?

2. Determine Your Needs

The most appropriate program or assessment for you will depend on your specific needs.

Questions to think about as a team, include the following:

- For what skills do we need a screener, progress monitoring tool, or intervention program?
- Is there a specific academic outcome, target behavior, or measure we are focused on?
- For what grades do we need an assessment or intervention program?
- Will progress monitoring tools or interventions be used with all students who are not progressing in the core curriculum or with only a specific subgroup(s) of students? Which subgroup(s)?

3. Determine Your Priorities

In addition to determining your needs for a screener, progress monitoring assessment, or intervention program, your team should consider its priorities.

Related Resources

- [Selecting an MTSS Data System](#): This two-step tool can help teams consider what their needs are and evaluate available data systems against those needs.
 - [Taxonomy of Intervention Intensity](#): The Taxonomy of Intervention Intensity can help teams consider the strengths and weaknesses of their academic and behavior interventions.
-

What is the most important thing to look for in a screener, progress monitoring assessment, or intervention program?

- Is it a program or tool that can be purchased for a reasonable cost?
- How long does the program or tool take to administer? Does the time it takes fit within your schedule?
- Does the program or tool require specialized expertise or training to administer?
- Does the program or tool offer ready access to training and technical support for staff?
- Is it a program or tool that has documented evidence of efficacy through the most rigorous research?
- Is it a program or tool whose effectiveness has been studied and demonstrated in our district or state? With a similar population?

Although you may want a program or tool that meets all of these criteria, one may not exist. You will need to weigh your priorities carefully when making your selection.

4. Familiarize Yourself with the Content and Language of the Charts

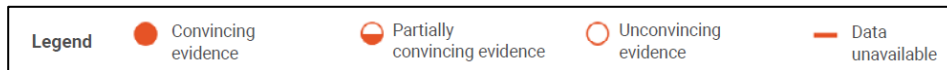
The tools charts are interactive and offer a wealth of information and data. All six charts include the following features.

Related Resources

- Screening Briefs: These five screening one-page documents provide a brief overview of each of the screening standards.
-

- **Tabs.** The chart content is grouped into three or four *tabs* or *buttons* across the top of each chart. Users can click on each tab to see related ratings. When selected, the tab will be highlighted.
 - **Rating criteria.** The TRCs have established rating rubrics to measure the technical adequacy of the assessments and interventions provided on the charts. The TRCs uses this information to rate the assessment or intervention. Users can find descriptions of the criteria applied to rate each of the technical standards by clicking on the title of each column.
-

- **Ratings.** For each of the standards, the TRC reviews data submitted by developers of the programs and tools and provides a rating of convincing evidence (full bubble), partially convincing evidence (half bubble), unconvincing evidence (empty bubble), or data unavailable (dashed line). For some standards, text descriptions or numbers are provided in place of a bubble rating. Each chart includes a legend that summarizes the information about ratings.



- **Implementation information.** A summary of implementation information is included for each assessment and intervention on the charts. Users can find this information by clicking on the title of the assessment or the study.
- **Filtering.** Users can filter by subject and grade level and use advanced filtering to search for specific characteristics such as purchasing information, instructional format, technology requirements, and more.
- **Comparing tools.** Users can narrow their selection and compare tools by checking the box next to the tools they are interested in viewing.
- **Print chart.** Each chart has a printable version that can be found by clicking on the print chart icon. The print chart provides all the information on the chart front for all the reviewed tools but does not include the interactive data that were used to determine the rating.

Although there are consistent features across all six charts, each chart also has unique features. If you have questions about how to understand the content of the charts, contact ToolsChartHelp@air.org

5. Review the Data

In addition to the ratings provided on the front of the chart, the tools chart includes details about the actual data for each study and tool that were submitted to the TRC for review. Clicking on bubble ratings and text in the cells on the chart will bring you to data, where available.

Examining these data can be useful for several reasons. You may see two or more tools that received the same rating for a technical standard; in these cases, how do you know which one best meets your needs? By clicking on the rating and viewing the actual data, you have more information available to help determine which program is most appropriate for your context.

6. Ask for More Information

You may find that the tools chart does not provide you with all the information you need. For example, what if a program that you are interested in does not have disaggregated data available for a subgroup that is important to you? Ask the vendor! Developers who have



chosen to submit their programs for review and publish them on the chart are interested in meeting the needs of their customers and doing more research to provide needed data.

Similarly, if a program or tool that you currently use or are interested in learning about is not on the chart, contact the developer of that program. Tell them about the TRC review process and the tools chart and ask the vendor to consider submitting their program or tool for review.

Finally, if you are unsure about the meaning of any technical terms on the chart or how to interpret any of the information on the chart, contact NCII at ToolsChartHelp@air.org.





About the American Institutes for Research

Established in 1946, with headquarters in Washington, D.C., the American Institutes for Research (AIR) is a nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance, both domestically and internationally, in the areas of education, health, and the workforce. For more information, visit www.air.org.



1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
202.403.5000

www.air.org

Copyright © 2019 American Institutes for Research®. All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, website display, or other electronic or mechanical methods, without the prior written permission of the American Institutes for Research. For permission requests, please use the Contact Us form on www.air.org.

This document was produced under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. HH326Q160001. Celia Rosenquist is the OSEP project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. Although permission to reprint this publication is not necessary, the citation should be: National Center on Intensive Intervention, Office of Special Education programs, U.S. Department of Education. (2019). *Tools Chart Users Guide*. Washington, DC: National Center on Intensive Intervention.