

The Key to Leaving No Child Behind – Evidence-based Practices

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Why does the gap exist between research and implementation of effective practices?

- lack of commitment and scarcity of resources (The Peacock Hill Working Group, 1991, p. 301)
- limited occasions for researchers and teachers to collaborate on research and professional development issues (Greenwood & Abbott, 2001)
- tendency to select and use practices based on popular beliefs or fads (Kauffman, 1999)
- insufficient preservice teacher training (George, George, Gersten, & Grosenick, 1995)
- theory that fails to account for the day-to-day realities of classroom teaching (Hockenbury et al., 2000)
- Other possible barriers: lack of skill, lack of knowledge, lack of time, inherent fear of change, dominating school culture against change or current dissemination practices

Research validated effective practices include:

Opportunities to Respond
Teacher Praise
PBS/social skills
Self-management
Learning strategies

Two ways to refine skills while implementing these practices:

- Peer coaching
-(OTR, Praise, social skills)
- Self-evaluation
-(OTR, Praise, social skills, self-management, learning strategies)

How to tell the “wheat from the chaff”?

One way to become a better consumer of research is to become skilled at examining instructional strategies and drawing conclusions about various practices. Heward (2003, p. 608) suggests five questions that can be used to

help evaluate practices. Those questions can be applied to any strategy in the following manner:

- Has [strategy x] been tested in the classroom?
- What is the evidence showing [strategy x] works?
- What measures of student performance have been used to evaluate [strategy x]?
- Has any research on [strategy x] been published in peer-reviewed journals?
- Is there any evidence to suggest that [strategy x] will be successful if modified to meet the skill level and ages of my students?

Heward, W.L. (2003). *Exceptional children: An introduction to special education* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

For more information access the presentation outline at

<http://www.missouri.edu/~spedtl/>

Recommended Resources Regarding Effective Practices:

Social Skills Instruction

Goodwin, M. W. (1999). Cooperative learning and social skills: What skills to teach and how to teach them. *Intervention in School and Clinic, 35*(1), 29-33.

Positive Behavior Support

Scott, T. M., Payne, L. D., Jolivet, K. (2003). Preventing predictable problem behaviors by using positive behavior support. *Beyond Behavior, 13*(1), 3-7.

Self-Management Training

McConnell, M. E. (1999). Self-monitoring, cueing, recording, and managing: Teaching Students to manage their own behavior. *Teaching Exceptional Children, 32*(2), 14-21.

Praise

Sutherland, K.S., Copeland, S.R. & Wehby, J.H., (2001). Catch them while you can: Monitoring and increasing the use of effective praise. *Beyond Behavior, 11*(1), 46-49.

Opportunities to Respond

Gunter, P.L., Hummel, J.H., & Venn, M. L. (1998). Are effective academic instructional practices used to teach students with behavior disorders? *Beyond Behavior, 9*(3), 5-11.

Learning Strategies

Kleinheksel, K.A., & Summy, S.E. (2003). Enhancing student learning and social behavior through mnemonic strategies. *Teaching Exceptional Children, 36*, 30-35.