



Using Evidence-Based Tier I Core Instruction

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Session Plan

- Information about evidence-based Tier 1 instruction (EBI)
- Barriers
- Facilitators
- Discussion



Definition of EBI

- ESSA
- Different from research-based instruction
- Part of MTSS

ESSA Definition of EBI



- EVIDENCE-BASED.— “(A) IN GENERAL.—Except as provided in subparagraph (B), the term ‘evidence-based’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—
 - “(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - “(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - “(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - “(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - “(ii)
 - (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - “(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention

In other words...

- There is research indicating that the **instructional materials** and **practices** work when implemented as intended

Implementing EBI

Materials

- Teacher's guide and script
- Student materials
- Pacing information
- Assessment tools

Practices

- Schedule
- Training
- Practice
- Integrity

Role in MTSS (from ESSA)



- MULTI-TIER SYSTEM OF SUPPORTS.—The term ‘multi-tier system of supports’ means a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision-making.”
- EBI needed for all 3 tiers

Evidence-Based vs. Research-Based

Evidence-Based

- One or more field-based studies using the intervention materials and practices with one of these methods:
 - Experimental
 - Quasi-experimental
 - Correlational

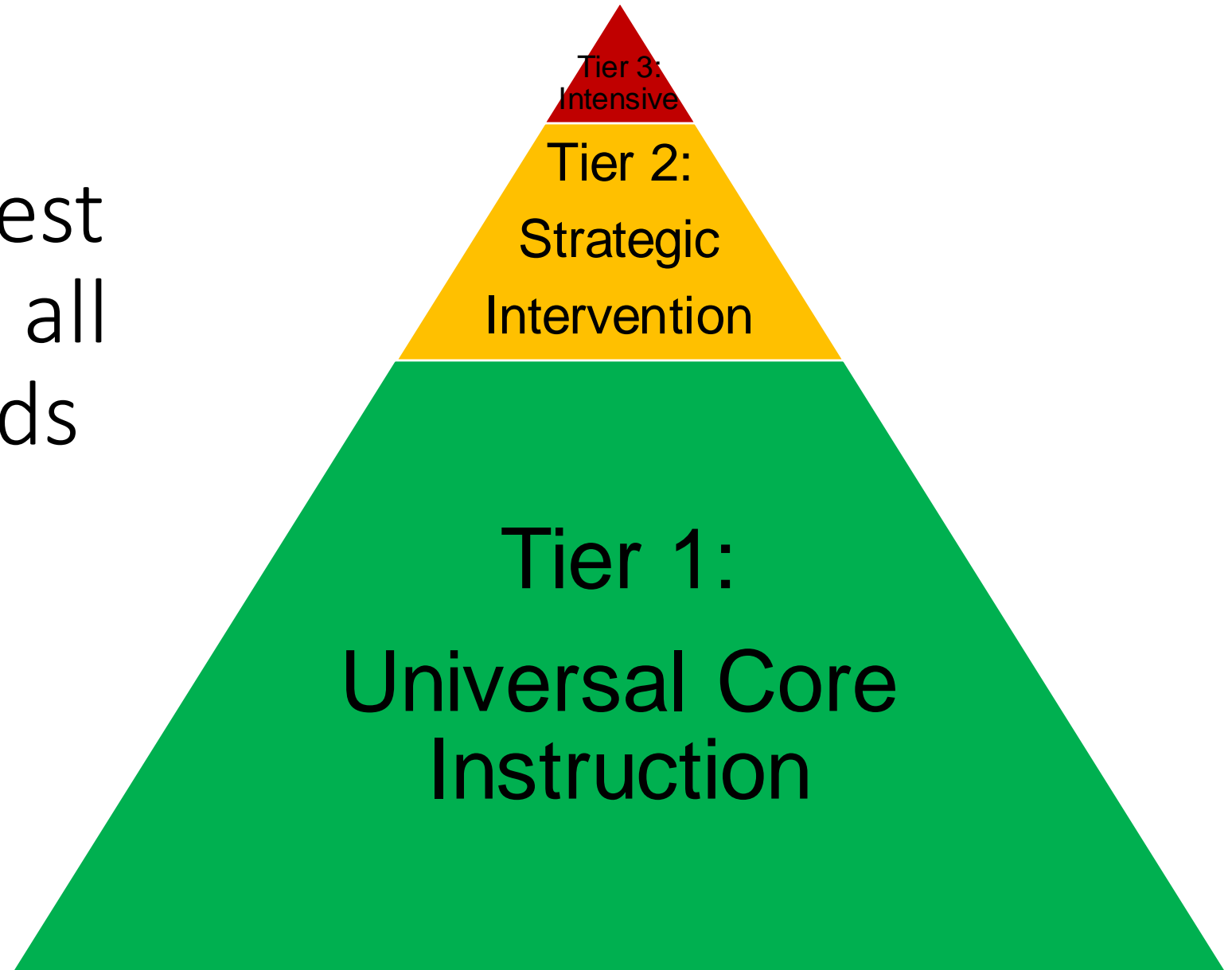
Research-Based

- The intervention is based on research of other similar materials and practices but no such research has been done with these specific materials and practices

Why is Using EBI for Core Instruction Important?

- Reaches all students
- Offers strong foundation of important skills
- Reduces need for interventions

Tier 1 is the best place to meet all students' needs



Implementation Science

- Study of implementing EBI
- It's a PROCESS (not a product)
- Leadership matters
- Takes time
- Considers:
 - Barriers
 - Facilitators

In small groups, identify
one or more barriers to
using EBI for core
instruction in your district

Barriers to EBI

Barriers Discussion



Facilitators

- In small groups, identify one or more facilitators to using EBI for core instruction in your district

Facilitators Discussion

Locating EBI

- USDOE technical assistance centers
 - [National Center for Intensive Intervention](#)
 - [National Center on Improving Literacy](#)
 - [National Center on Positive Behavior Interventions and Supports](#)
 - [What Works Clearinghouse](#)
- University centers
 - [IRIS Center](#) (Vanderbilt)
 - [Meadows Center](#) (University of Texas)
 - [Florida Center for Reading Research](#)
 - [Oregon Center on Teaching and Learning](#)

