

4. What constitutes an intervention that meets the SLD criteria?

Answer:

As defined in the Wisconsin rule [PI 11.02 (1) (4e) “interventions must be scientific research-based interventions with **substantial evidence of their effectiveness** through **multiple outcome evaluations. Scientifically-based research** as defined in 20 U.S.C. 7801 (37), means:(i) Employs systematic, empirical methods that draw on observation or experiment;(ii) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;(iii) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;(iv) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;(v) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or at a minimum, offer the opportunity to build systematically on their findings; and(vi) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

Keep in mind, however, that *research-based* means the practice, approach or product has not been tested in a research study but, in the best cases, has been designed to be consistent with research finding, whereas *evidence-based* means one or more research studies tested the impact of that particular practice, approach, or product. We should not assume that something research-tested is inherently more supported by research than something that is research-based (Duke & Martin, 2011). In the end an intervention needs to be researched for evidence that it produces positive outcomes for the students who happen to be your responsibility. The intervention also needs to be aligned with the needs of the student. For example, if a student is identified as having difficulty with fluency, it is important to identify the cause of the disfluency and choose an appropriate intervention. A fluency intervention that focuses on repeated reading is not likely to be effective if the disfluency is caused by a deficit in word solving skills.

Interventions do not need to be packaged programs, nor do they need to be listed on any specific website. Even if an intervention is listed on a website, you need to check what the evidence actually says. Just because an intervention is listed, it does not necessarily mean that it works. Questions to consider include: Does it match the needs of the particular student/school for which it will be used? Are there strengths and weaknesses that need to be considered? For example, one popular intervention is listed on the What Works Clearinghouse and shows positive outcomes in alphabets, but significant negative outcomes in comprehension. Schools/districts will need to carefully consider the possible unintended consequences of using such an intervention.

Evidence:

What is Intervention?

Generally speaking, an intervention is “the systematic use of a technique, program or practice designed to improve learning or performance in specific areas of pupil need” [Wis. Admin. Code § PI 11.02(6t)]. The SLD rule, however, specifies higher standards for the interventions that must be implemented before an IEP team can make an SLD eligibility decision. Data collected during **two intensive, scientific research-based or evidence-based interventions (SRBIs)** in

each area of SLD concern are required to determine insufficient progress, and the interventions must be completed before the required standardized testing used to determine inadequate classroom achievement is administered.

The standards for SRBIs used when applying the SLD criteria include:

- Scientific research-based or evidence-based (substantial documented scientific evidence of effectiveness);
- Use with individual or small groups;
- Focus on single or small number of discrete skills closely aligned to individual learning needs (consistent with the area of SLD concern);
- Culturally appropriate;
- A substantial number of instructional minutes beyond what is provided to all students;
- Implemented with adequate fidelity
 - Applied in a manner highly consistent with its design
 - At least 80% of the recommended number of weeks, sessions, minutes

[Wis. Admin. Code §§ PI 11.02 (1), (4e), (6m), (12) and PI 11.36 (6)(f)4.]

Wisconsin Department of Public Instruction. 2013. **Wisconsin's Specific Learning Disabilities (SLD) Rule: A Technical Guide for Determining the Eligibility of Students with Specific Learning Disabilities**, <http://sped.dpi.wi.gov/files/sped/pdf/sld-guide.pdf>

Wisconsin Intensive Intervention Selection Tool

Important, Please Note:

- This is not intended to be an exhaustive list and there is no requirement that compels IEP teams to use this tool to determine whether the interventions they are considering meet the criteria in the rule.
- It is possible for an intervention that meets the criteria as set forth in the SLD rule not to appear on this list. In all cases, it is the responsibility of the IEP team to determine whether the intervention meets the criteria specified in the SLD rule.
- This tool will be updated periodically and new intervention resources will be added on a semi-regular basis in order to enhance its ongoing utility to teams.
- Inclusion on, or absence from, this listing of intervention options does not in any way constitute endorsement or recommendation from the Wisconsin Department of Public Instruction.

Wisconsin Rtl Center <http://www.wirticenter.com/intervention2/>