Evidence-Based Practices for Teachers:
A Synthesis of Trustworthy Online Sources

Andrew J. Ecker
Manhattanville College

The purpose of this study was to identify evidence-based practices (EBPs) for teachers of students with disabilities. A review of 13 trustworthy websites yielded 61 EBPs relevant, as determined by this author, to teachers of students with disabilities. The EBPs were organized into six categories: schoolwide framework, literacy instruction, math instruction, assessment, behavior and social skills instruction, and transition. EBPs were organized, within each category, by student(s), age, and need. This was followed by the EBP's critical elements, the website that provided the research, and brief implementation details.

Teachers of students with disabilities need to know what works—specifically, what practices have research and scientific evidence proving their effectiveness based upon students' individualized needs, the characteristics of their disability, and other skill strengths and deficits. To improve outcomes for students with disabilities the No Child Left Behind Act of 2001 and the Individuals With Disabilities Act of 2004 mandated instructional programs and practices based on scientific research. Over the last ten years, teachers, school administrators, and researchers have shown an increased interest in identifying and implementing evidence-based practices (EBPs). EBPs are instructional techniques that meet a prescribed criteria related to research design and have the greatest potential to improve meaningful outcomes for students with disabilities (Cook & Cook, 2013; Cook, Smith, & Tankersley, 2011; Odom et al., 2005; Slavin, 2002). In addition to clarifying the definition of EBPs, Cook and Cook (2013) clarified four important characteristics of EBPs: "they are not guaranteed to work for everyone, they are difficult to implement on a broad scale, they are not the only consideration in instructional decision making, and differing standards may lead to confusion regarding what is and is not an EBP" (p. 77). Therefore, it is important for teachers to know what is and what isn't an EBP, the needs of the students it has been proven effective for and why, what steps can be taken to ensure fidelity of implementation, and what standards were applied to deem the practice an EBP.

In the ten years since Odom and colleagues (2005) defined EBPs in special education, numerous EBP databases and depositories have emerged to

provide researchers, school leaders, teachers, parents, students, and others with access to EBPs. The internet, social media, tablets, and smart devices have provided teachers with wide access to published research and strategies pertaining to EBPs. While access to EBPs has proliferated, several researchers have acknowledged that the identification and use of EBPs by special educators has not increased and student outcomes have not improved (e.g. Boardman, Arguelles, Vaughn, Hughes, & Klinger, 2005; Burns & Ysseldyke, 2009; Greenway, McCollow, Hudson, Peck, & Davis, 2013; Jones, 2009; Test, Kemp-Inman, Diegelmann, Hitt, & Bethune, 2015). Test and colleagues (2015) identified the lack of consistent language as a key problem with online research: "practices are often described through a variety of terms, including *research-based*, *evidence-based best practice*, and *recommended practice*" (p. 59). Test and colleagues explored the *research to practice gap* explained by Carnine (1997) and added their specific lens of which websites teachers should trust by identifying and evaluating the *trustworthiness* of websites providing EBPs. Test and colleagues (2015), among several suggestions, identified the advantageousness for studies on the professional wisdom to implementing EBPs and the knowledge to "decide the appropriateness of the practice to the learner and the surrounding environment" (p. 78). Further, they suggested applying "different rating systems to evaluate the evidence websites have for a specific practice … one system may identify a practice as evidence-based, whereas another may not" (Test et al., 2015, pp. 78-79). The purpose of this study was to guide teachers so they could identify the needs of their student(s), identify trustworthy EBPs proven effective for those students' needs, identify key elements to implementation of the EBPs, and provide the resource leading to the full research report and details of implementation. This study examined the websites (*n* = 13) categorized by Test et al. (2015) with the greatest level of trust to find the EBPs identified within those websites with the greatest quality of evidence and level of evidence – the trustworthy EBPs.

Method

Test et al. (2015) compiled their comprehensive list of websites that claimed to provide EBPs by searching Savage Controversies (the newsletter of the Evidence-Based Practice Special Interest Group of the Association for Behavior Analysis International), two articles (Cook, Shepherd, Cook, & Cook, 2012; Torres, Farley, & Cook, 2012), and Google searches (and then additional websites based on those results) of the following full and truncated terms: "*evidence-based, research-based, scientifically-research base, promising, evidence, K-12, education, special education, speech therapy, occupational therapy, physical therapy, music therapy, best practices*" (p. 60). Test et al. (2015) defined EBP website inclusion criteria as those that: specified a list of practices that it stated were evidence based or research based; targeted a population that included individuals with

and without disabilities, aged birth to 12th-grade; and the website had to provide a list or description of practices specific to birth through 12th-grade education, including related services. Based on these criteria, Test et al. (2015) identified 47 websites that claimed to provide evidence- or research-based practices for students with, and without, disabilities to include in their review.

Test and colleagues (2015) coded the 47 websites based on variables that provided information about the EBPs contained within the site. These variables included: website name & URL; purpose; practices; target population; quality of evidence; and level of evidence. Quality of evidence was coded as *explicit* (website listed specific list of study quality characteristics), *implicit* (website referred to a source of criteria), and *not found* (website's quality of evidence was neither explicit nor implicit). Levels of trust were coded as *trust*, *trust with caution*, and *do not trust* and were identified first, by the quality of evidence (had to be explicit to be designated as trust) and then, by adding the filter, level of evidence which was coded through three measurable levels: *convincing*, *partially convincing*, and *unconvincing*. Lastly, all websites that were categorized as *trust* contained explicit lists of criteria that established the quality of evidence for the practices identified.

Of the 47 websites examined, 16 were categorized as trust based on the quality of evidence (trust with caution, $n = 11$; do not trust, $n = 20$). Of the 16 websites identified as trust, 13 were identified with an *explicit* level of evidence (implicit, $n = 0$; not found, $n = 3$) (2015, p. 75). The 13 websites identified as trust (quality of evidence) *and* explicit (level of evidence) provided the sample for this study. These websites provide EBPs that address a variety of students' needs and require a variety of background knowledge and environmental support to implement with fidelity. The purpose of this study was to identify EBPs for teachers based on the highest quality of evidence and level of evidence. Therefore, this study examined each of the 13 websites to identify only the EBPs categorized with the individual website's highest quality of evidence and highest level of evidence. The websites utilized here were: asha.org; bestevidence.org; umass.edu/schoolcounseling; nationalautismcenter.org; intensiveintervention. org; nrepp.samsha.gov; nsttac.org; promisingpractices.net; coalition4evidence. org/wordpress; iris.peabody.vanderbilt.edu/ebd; rti4success.org; autismpdc.fpg. unc.edu; ies.ed.gov/ncee/wwc.

The 13 websites identified with trust all utilized rating systems, internal or external, that identified the quality of evidence and level of evidence of an EBP. In this study, each website's EBP rating system was reviewed to identify only the EBPs with the greatest level of quality of evidence and level of evidence. Bestevidence.org (Best Evidence Encyclopedia) is one of the 13 websites that underwent this EBP rating system review process. Bestevidence.org was identified with the top rating (trust) and it was identified as having explicit

quality of evidence and explicit level of evidence. This was based on the internal rating scales utilized to determine quality and level of evidence. Within the website, Bestevidence.org categorized EBPs as *top-rated*, *limited evidence*, and *other programs*. Since this study only focused on top-rated programs, the other programs (limited evidence and other programs) were excluded and the top-rated programs advanced to the next stage. Bestevidence.org categorized levels of evidence as *strong evidence of effectiveness, moderate evidence of effectiveness,* or *limited evidence of effectiveness.* The standards for each category were explicit. For example, strong evidence of effectiveness meant that there have been at least two studies, one of which was a large randomized or randomized quasi-experimental study, or multiple smaller studies, with a sample size-weighted effect size of at least +0.20, and a collective sample size across all studies of 500 students or 20 classes.

The final filter for inclusion was that the EBP had to be relevant to teachers of students with disabilities. This filter included EBPs typically implemented by teachers in: classrooms, homes, hospitals, mental health facilities, and in other settings; and specially designed instruction, transition services, and instruction of behavior and social skills. This filter excluded EBPs implemented primarily by professionals other than teachers such as related service providers, nurses, and medical professionals.

Results

Twelve of the 13 websites categorized by Test et al. (2015) provided EBPs that were relevant to teachers. One website, coalition4evidence.org (Coalition for Evidence-Based Policy, 2015), did not provide EBPs relevant to teachers and therefore it was not represented in the results. This finding was consistent with the website's stated purpose – to increase governmental effectiveness. The remaining 12 websites provided 61 EBPs that emerged as trustworthy based on the search criteria. The EBPs were organized into the following categories: schoolwide framework ($n = 3$); literacy instruction ($n = 9$); math instruction ($n = 2$); assessment ($n = 1$); behavior and social skills instruction ($n = 23$); and transition ($n = 23$). The results of each category were organized by student need and within a continuum of supports similar to a multi-tier system of support (MTSS) framework.

The results in the tables are presented first, with all students and all ages and progress based on student characteristic and/or classification and a specific age range. For example, literacy instruction starts with EBPs for all students then EBPs for students who are beginning readers and/or struggling readers. The behavior and social skills instruction category is presented first for all students

and progresses to students by age, then students who are displaying specific behaviors then students who are classified with Autism Spectrum Disorder (ASD), then students with ASD by age etc. (see Figure 1). The *transition* category for students aged 14 and older, was organized by skill (e.g. *counting money, food preparation, safety*) and the corresponding EBPs for that skill are provided with it (see Figure 2).

DISCUSSION

The findings in this synthesis of internet sources provide teachers with a sample of trustworthy EBPs provided by trustworthy websites. As Test and colleagues (2015) posited, teachers don't always have the time or expertise to identify EBPs through the literature so they turn to websites to provide them with EBPs. The EBPs provided in this synthesis only emerged because Test et al. categorized the websites that provided them as trustworthy. There are however numerous EBPs that would meet the individual filters of the categories of quality of evidence and level of evidence that are not included in this synthesis. One example of this is PBIS which was included in these results because of the specific research around the EBP, *Safe & Civil Schools PBIS* provided by nrepp.samsha.gov. Pbis.org (Center on Positive Behavioral Interventions and Supports), and any EBPs it provides, was excluded from this research because the website was categorized at *trust with caution* (Test et al., 2015) due to the overall quality of evidence and level of evidence. Horner, Sugai, and Lewis (2015), the three co-directors of the Center on Positive Behavioral Interventions and Supports, authored a detailed account of the research supporting PBIS as an EBP. In it, all research procedures and standards, the specific prevention tiers and/or interventions, and all necessary citations were included. As an individual EBP, PBIS would meet the standards set by Test and colleagues as trustworthy. This serves as an example for numerous other EBPs that were excluded due to the overall quality of evidence or level of evidence of the website and not the EBP itself.

Figure 1. *Trustworthy Evidence-Based Practices in Instruction, Assessment, and Intervention.*

	Schoolwide Framework		
Students	Critical elements / characteristics of program	EBP	Website
All students	-School-wide, multi-level instructional and behavioral system for promoting school success -Screening -Progress Monitoring -Data-based decision making for instruction, movement within the multi-level system, and disability identification	Response to Intervention (RtI)	ASHA IRIS NCRTI
All students	-Establish proactive, positive (non-punitive), and instructional school-wide discipline policies -Manage student misbehavior and foster student motivation -Create a positive and productive school climate -Engage students in the educational process, increasing their connectedness to the school community	Safe & Civil Schools Positive Behavioral Interventions and Supports Model (PBIS)	NREBPP
Students who have the most persistent and severe learning and behavioral challenges	-Ongoing process in which intervention and assessment are linked and used to adjust a student's academic or behavior program over time -Often domain-specific (e.g., reading, behavior) or even on one component of that domain (reading comprehension, social interactions), while receiving core or supplemental instruction in other domains (e.g., word-level reading, school-wide expectations) -Can be implemented in multiple domains at the same time, responding to the learning and behavioral needs of the student	Data-based individualization (DBI)	NCII

Literacy Instruction			
Students	Critical elements / characteristics of program	EBP	Website
All students	-Teach students how to use reading comprehension strategies	Improving Reading Comprehension in Kindergarten Through 3rd Grade	IRIS
All students	-Teach students to use the writing process for a variety of purposes	Teaching Elementary School Students to Be Effective Writers	IRIS
All students	-Provide explicit vocabulary instruction -Provide direct and explicit comprehension strategy instruction -Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists	Improving Adolescent Literacy: Effective Classroom and Intervention Practices	IRIS
Students who are beginning readers / struggling with readering	-Children work in pairs, taking turns as teacher and learner, to learn a structured sequence of literacy skills, such as phonemic awareness, phonics, sound blending, passage reading, and story retelling.	PALS	BEE
Students who are beginning readers / struggling with readering	-Instructional practices focusing on cooperative learning, that target academic outcomes (reading, writing, science, the humanities) and non-academic outcomes (attendance, retention, and promotion, and discipline rates)	Success for All	BEE
Students who are struggling with readering	-Highly structured, phonetic approach to reading instruction that emphasizes phonics, a step-by-step instructional approach, and direct teaching of comprehension skills, as well as extensive professional development and follow-up.	Direct Instruction	BEE

Students	Critical elements / characteristics of program		
Students who are struggling with reading / upper-elementary	-Direct Instruction and tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners	Corrective reading	BEE
Students who are struggling with reading	-Aims to increase fluency, build vocabulary and background knowledge, and improve comprehension -Supplementary program	QuickReads	BEE
Students who are struggling with reading	-1:1 tutoring model in which classroom teachers work individually with struggling readers in kindergarten or first grade for 15 minutes a day -Focus on re-reading for fluency (2 minutes), word work (6 minutes), and guided oral reading (7 minutes).	Targeted Reading Intervention	BEE

Math Instruction

Students	Critical elements / characteristics of program	EBP	Website
Students who are struggling with math, grades K-8	-Explicit and systematic instruction during interventions -Models of proficient problem solving -Verbalization of thought processes -Guided practice -Corrective feedback -Frequent cumulative review	Assisting Students Struggling with Mathematics: (RtI)	IRIS
Students who are struggling with math, grades 4-8	-Assist students in monitoring and reflecting on the problem-solving process -Teach students how to use visual representations	Improving Mathematical Problem Solving	IRIS

Assessment

Students	Critical elements / characteristics of program	EBP	Website
All students	-Use quizzes to re-expose students to key content -Ask deep explanatory questions -Use instructional prompts that encourage students to pose and answer "deep-level" questions on course material (these questions enable students to respond with explanations and supports deep understanding of taught material)	Organizing Instruction and Study to Improve Student Learning	IRIS

Teaching Behavior and Social Skills

Students	Critical elements / characteristics of program	EBP	Website
All students	-Teach positive actions (skills) that one needs to achieve academically and in life	Positive Action	NREBPP
All students	-Help young people develop positive commitments to their families, schools, peers, and communities and to encourage healthy, drug-free lives -Utilize social influence and social cognitive approaches in developing the following skills and competencies in young adolescents: (1) essential social/emotional competencies (2) good citizenship skills (3) strong positive character (4) skills and attitudes consistent with a drug-free lifestyle (5) an ethic of service to others within a caring and consistent environment -Employs inquiry, presentation, discussion, group work, guided practice, service-learning, and reflection	Lions Quest Skills for Adolescence	NREBPP

Students aged 0-12	-Direct instruction, discussion, modeling, storytelling, role-playing activities, and video presentations of skill concepts -Preventive interventions to enhance areas of social-emotional development such as self-control, self-esteem, emotional awareness, social skills, friendships, and interpersonal problem-solving skills while reducing aggression and other behavior problems	Promoting Alternative Thinking Strategies (PATHS), PATHS Preschool	NREBPP
Students aged 0-8	-Enhance children's cognitive, socioemotional, and physical development -Curriculum based on the view that children are active learners who learn from what they do as well as what they hear and see -Offers a balance of activities planned by children (e.g., playing with toys, games) and those planned by adults (e.g., group time, field trips, special events)	HighScope Curriculum	NREBPP PPN
Students aged 4-14	-Skill-building in empathy; impulse control and problem solving; and anger management -Prevention program designed to reduce impulsive and aggressive behavior	Second Step	CSCOR
Students aged 5-17	-Aims to reduce violence in schools, enhance academic achievement and learning; motivate prohealth decisions among students; and create supportive school communities	Teaching Students To Be Peacemakers (TSP)	NREBPP
Students aged 6-12	-Environmental intervention to create an environment that is conducive to learning -Designed to reduce off-task behavior; increase attentiveness; and decrease aggressive and disruptive behavior and shy and withdrawn behavior -Aims to improve academic success, as well as mental health and substance use outcomes later in life	PAX Good Behavior Game (PAX GBG)	NREBPP

Students aged 6-12	-Curriculum that integrates social and emotional learning into language arts to change how children think, feel, and behave in situations of potential interpersonal conflict	The 4Rs (Reading, Writing, Respect & Resolution)	NREBPP
Students aged 6-17	-Enhance social-emotional competencies and ultimately improve outcomes related to school achievement and failure, delinquency, substance abuse, and mental health -Interactive, software-based adaptive intervention	Ripple Effects Whole Spectrum Intervention System (Ripple Effects)	NREBPP
Students aged 6-17	-Peer-mediation program that focuses on creating and maintaining a safe school environment without an escalation to violence	Peers Making Peace	NREBPP
Students aged 11-15	-Addresses self-awareness/self-knowledge; intent to use nonviolent strategies in resolving conflicts; prosocial behavior -Multimedia, computer-based violence prevention intervention	SMARTteam (Students Managing Anger and Resolution Together)	NREBPP
Students who are displaying problematic behavior that interferes with the ability of students to attend to and engage fully in instructional activities	-Modify the classroom learning environment to decrease problem behavior -Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate	Reducing Behavior Problems in the Elementary School Classroom	IRIS

Students who are displaying anxiety symptoms/ diagnoses/disorders	-Cognitive behavioral treatment that assists school-age children in (1) recognizing anxious feelings and physical reactions to anxiety; (2) clarifying cognition in anxiety-provoking situations (i.e., unrealistic expectations); (3) developing a plan to help cope with the situation (i.e., determining what coping actions might be effective); (4) evaluating performance and administering self-reinforcement as appropriate -Uses behavioral training strategies with demonstrated efficacy, such as modeling real-life situations, role-playing, relaxation training, and contingent reinforcement	Coping Cat	ASHA IRIS NREBPP
Students who are displaying high-risk behaviors, impulsivity, social withdrawal; aged 0-12	-Promote prosocial behaviors, such as concern for others and positive peer relationships -Child, not the teacher, must solve the problem at hand, giving the child this responsibility allows the child to develop the habit of creating solutions to problems, considering the potential consequences of one's actions, and thinking for oneself	I Can Problem Solve (ICPS)	NREBPP
Students who are classified with ASD	-Correctly demonstrate a target behavior to the person learning the new skill, so that person can then imitate the model -Children can learn a great deal from observing the behavior of parents, siblings, peers, and teachers, but they often need to be taught what behaviors should be imitated	Modeling	ASHA NAC

Students who are classified with ASD	-Antecedent interventions and consequent interventions -Antecedent interventions involve the modification of situational events that typically precede the occurrence of a target behavior -Alterations are made to increase the likelihood of success or reduce the likelihood of problems occurring -Consequent interventions involve making changes to the environment following the occurrence of a targeted behavior -Many of the consequent interventions are designed to reduce problem behavior and teach functional alternative behaviors or skills through the application of basic principles of behavior change.	Behavioral Interventions	ASHA NAC
Students who are classified with ASD, aged 0-9 years	-Compilation of strategies that are used to teach children skills in their home, school, and community -Basic concepts include using materials in the environment and naturally occurring activities as opportunities to increase adaptive skills	Naturalistic Teaching Strategies	ASHA NAC
Students who are classified with ASD, aged 0-9 years	-Intensive early behavioral interventions that target a range of essential skills which define or are associated with autism spectrum disorder (ASD) (e.g., communication, social, and pre-academic/academic skills, etc.) -Interventions are often described as ABA (or applied behavior analysis), EIBI (or Early Intensive Behavioral Intervention), or behavioral inclusive programs	Comprehensive Behavioral Treatment for Young Children (CBTYC)	ASHA NAC

Population	Description	Intervention	Source
Students who are classified with ASD, aged 3-15	-Systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed -Consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the behavior, and testing the hypothesis -Targets skills in the domains of behavior and communication, usually with a focus of decreasing inappropriate behavior and teaching or increasing appropriate communicative alternatives.	Functional Behavior Assessment (FBA)	NPD-CASD
Students who are classified with ASD, aged 6-14	-Manualized cognitive behavioral intervention programs that have been modified for individuals with ASD -Typically involve making adjustments to materials (e.g., adding visual cues, role-play) or the structure of sessions -Also developed and individualized for specific purposes (e.g., to address anger management)	Cognitive Behavioral Intervention Package	ASHA NAC
Students who are classified with ADHD, aged 6-12	-Gain and maintain self-control over emotional responses to stressful events -Reduce stress, control impulses, and improve academic focus (e.g., word recognition, memory, attention, problem solving)	HeartMath: Coherence Training in Children With ADHD	NREBPP
Students who are classified with an emotional disturbance	-Emphasizes social and emotional skills that are needed during the transition to middle school -Focus on goal setting, problem solving, anger management, and peer relationships	Coping Power	WWC

		Early Risers	WWC
Students who are classified with an emotional disturbance who are demonstrating early aggressive and disruptive behavior	-Teach skills that enhance children's emotional and behavioral self-regulation, positive peer relationships, and academic success		

Note. *ASLHA* = asha.org (American Speech-Language-Hearing Association); *BEE* = bestevidence.org (Best Evidence Encyclopedia); *CSCOR* = umass.edu/schoolcounseling (Center for School Counseling Outcome Research); *IRIS* = iris.peabody.vanderbilt.edu (IRIS Center); *NAC* = nationalautismcenter.org (National Autism Center); *NCII* = intensiveintervention.org (National Center on Intensive Intervention, American Institutes for Research); *NCRTI* = rti4success.org (National Center on Response to Intervention); *NPDCASD* = autismpdc.fpg.unc.edu (National Professional Development Center of Autism Spectrum Disorders); *NREBPP* = nrepp.samhsa.gov (National Registry of Evidence-Based Programs and Practices); *PPN* = promisingpractices.net (Promising Practices Network); *WWC* = ies.ed.gov/ncee/wwc (What Works Clearinghouse).

Figure 2. **Trustworthy Evidence-Based Practices in Transition**

Transition (all from NSTTAC)	
Skill	EBP
Banking Skills	-Community-based instruction -Constant time delay -Simulations
Communication Skills	-Least-to-most prompting
Counting Money	-One-more-than strategy
Employment Skills	-Community-based instruction -Response prompting
Food Preparation and Cooking Skills	-Computer-assisted instruction -Constant time delay -Least-to-most prompting -Response prompting -Video modeling
Functional Life Skills	-Backward chaining -Constant time delay -Forward chaining -Least-to-most prompting -Progressive time delay -Self-monitoring -Simultaneous prompting -System of most-to-least prompting -Total task chaining
Goal Attainment	-Self-Determined Learning Model of Instruction
Home Maintenance Skills	-Response prompting -Video modeling
Increased Financial skills	-Extended career planning services after graduation
Integration Skills	-Community-based instruction -Mnemonic strategies
Job Application Skills	-Mnemonic strategies
Job Specific Skills	-Computer-assisted instruction -Constant time delay -Self-management
Laundry Tasks	-Response prompting
Leisure Skills	-Constant time delay -Response prompting

Purchasing Skills	-Community-based instruction -Least-to-most prompting -One-more-than strategy -Progressive time delay -Response prompting -Simulations
Safety Skills	-Community-based instruction -Least-to-most prompting -Progressive time delay
Social Skills	-Response prompting -Self-management -Simulations
Specific Job Skills	-Least-to-most prompting
To teach student participation in IEP meetings	-Published curricula, *Self-Advocacy Strategy*
To promote student participation in IEP meetings	-Published curricula, *Check and Connect*
To teach student participation in IEP meetings	-Published curricula, *Self-Directed IEP*
To teach student knowledge of Transition Planning	-Published curricula, *Whose Future is it Anyway?*
Note. *NSTTAC* = nsttac.org (National Secondary Transition Technical Assistance Center)	

A major limitation of this study is that its results are highly subjective. The purpose of this study was to provide teachers of students with disabilities with trustworthy EBPs from trustworthy websites. A non-scientific approach for inclusion or exclusion of an EBP was utilized without a set language for terminology; as a result, this author took many liberties toward determining which EBPs were relevant for a teacher and which were not. Test et al. (2015) suggested that researchers come to consensus on a "minimum set of acceptable criteria for determining the quality of a study" (p. 78). The fact that some EBPs known to have the strongest level of quality and the strongest level of evidence are not found in these results speaks to the need for consistent language and standards in the field of research. This author acknowledges that this list is far from exhaustive and welcomes further discussion as what to include in future EBPs and how to more effectively identify and provide EBPs to teachers via online sources.

Implication for Practice and Suggestions for Future Research

The results of this synthesis can provide teachers of students with disabilities with EBPs based on the needs of their students and a few critical elements toward implementation. This author hopes that more teachers begin to read research and that research is provided in a way that is scientifically sound and accessible to current and future professionals, students with disabilities, and families. The organization of this synthesis, what EBPs are included, and what EBPs are not, can guide the format of future online depositories of EBPs. Depositories should use consistent language, be explicit as to which students' needs the EBP was found effective for, and include critical elements toward implementing the EBP with fidelity.

REFERENCES

American Speech-Language-Hearing Association. (2015, November 11). *Systematic reviews.* Retrieved from http://www.asha.org/members/reviews.aspx

Best Evidence Encyclopedia. (2015, November 11). *Review methods.* Retrieved from http://www.bestevidence.org/reading/begin_read/methods.htm

Boardman A. G., Argüelles M. E., Vaughn S., Hughes M. T., Klinger J. (2005). Special education teacher's views of research-based practices. *The Journal of Special Education*, 39, 168–180. doi:10.1177/00224669050390030401

Burns M. K., Ysseldyke J. E. (2009). Reported prevalence of evidence-based instructional practices in special education. *The Journal of Special Education*, 43, 3–11. doi:10.1177/0022466908315563

Carnine, D. (1997). Bridging the research to practice gap. *Exceptional Children*, 63, 513-521. doi:101177/001440299706300406

Center for School Counseling Outcome Research. (2015, November 11). *National presentations.* Retrieved from http://www.umass.edu/schoolcounseling/national-presentations.php

Coalition for Evidence-Based Policy. (2015, November 11). *Complete list.* Retrieved from http://coalition4evidence.org/468-2/publications/

Cook, B. G., & Cook, S. G. (2013). Unraveling evidence-based practices in special education. *The Journal of Special Education*, 47, 71-82. doi:10.10.1177/0022466911420877

Cook B. G., Shepherd K. G., Cook S. C., & Cook, L. (2012). Facilitating the effective implementation of evidence-based practices through teacher-parent collaboration. *TEACHING Exceptional Children*, 44(3), 22–30. doi:10.1177/004005991204400303

Cook, B. G., Smith, G. J., & Tankersley, M. (2011). Evidence-based practices in education. In S. Graham, T. Urban, & K. Harris (Eds.), *APA educational psychology handbook* (Vol. 3). Washington, DC: American Psychological Association.

Greenway R., McCollow M., Hudson R. F., Peck C., Davis C. A. (2013). Autonomy and accountability: Teacher perspectives on evidence-based practice and decision-making for students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 48, 456–468.

Horner R.H., Sugai, G., & Lewis, T. (2015*). Is school-wide positive behavior support an evidence-based practice?* Retrieved from Center on Positive Behavioral Interventions & Supports website: http://www.pbis.org/research

Individuals with Disabilities Education Act, Pub. L. No. 108-446, 20 U.S.C. § 1400. et seq. (2004).

Institute of Education Sciences What Works Clearinghouse. (2015, November 11). *Wwc procedures and standards handbook version 3.0*. Retrieved from http://ies.ed.gov/ncee/wwc/documentsum.aspx?sid=19

IRIS Center. (2015, November 11). *Evidence-based practice summaries*. Retrieved from http://iris.peabody.vanderbilt.edu/ebp_summaries/

Jones M. L. (2009). A study of novice special educators' views of evidence-based practices. *Teacher Education and Special Education*, 32, 101–120. doi:10.1177/0888406409333777

National Autism Center. (2015, November 11). *Evidence-based Practice and Autism in the Schools, 2nd Edition*. Retrieved from http://www.nationalautismcenter.org/resources/for-educators/

National Center on Intensive Intervention (Producer). (2015, November 11). *Mtss, rti, special education… oh my! Gaining an understanding of mtss and rti from drs. lynn fuchs and joe jenkins* [YouTube]. Retrieved from https://www.youtube.com/watch?v=CAzAWNLXfIQ

National Center on Intensive Intervention. (2015, November 11). Synthesis reports on intensive academic and behavioral intervention: Annotated bibliography. Retrieved from http://www.intensiveintervention.org/resource/synthesis-reports-intensive-academic-and-behavioral-intervention-annotated-bibliography

National Center on Response to Intervention. (2015, November 11). Multi-level prevention system. Retrieved from http://www.rti4success.org/essential-components-rti/multi-level-prevention-system

National Professional Development Center of Autism Spectrum Disorders. (2015, November 11). *Evidence-based practices: What criteria determined if an intervention was effective?* Retrieved from http://autismpdc.fpg.unc.edu/what-criteria-determined-if-intervention-was-effective

National Registry of Evidence-Based Programs and Practices. (2015, November 11). *Program review criteria*. Retrieved from http://nrepp.samhsa.gov/ReviewPending.aspx

National Secondary Transition Technical Assistance Center. (2015, November 11). *Secondary transition evidence-based practices and predictors of post-school success*. Retrieved from http://nsttac.org/sites/default/files/assets/pdf/pdf/ebps/Description%20of%20EBPs_updated.pdf

No Child Left Behind Act of 2001, 20 U.S.C.A. § 6301 *et seq.* (West 2003).

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. (2005) Research methods in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71, 137-148. doi:10.1177/001440290507100201 Promising Practices Network. (2015, November 11). *How programs are considered*. Retrieved from http://www.promisingpractices.net/criteria.asp

Slavin, R. E. (2002). Evidence-based education policies: Transforming educational practice and research. *Educational Researcher*, 31(7), 15–21.

Test, D. W., Kemp-Inman, A., Diegelmann, K., Hitt, S. B., & Bethune, L. (2015). Are online sources for identifying evidence-based practices trustworthy? An evaluation. *Exceptional Children*, 82, 58-80. doi:10.1177/0014402915585477

Torres C., Farley C. A., Cook B. G. (2012). A special educator's guide to successfully implementing evidence-based practices. *TEACHING Exceptional Children*, 45(1), 64–73. doi:10.1177/004005991204500109

AUTHOR'S NOTE

Correspondence concerning this article should be addressed to: Andrew J. Ecker, Special Education Department, School of Education, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577, Email: Andrew.Ecker@mville.edu.