Evidence-Based Practice Summaries

These summaries of research about the effectiveness of instructional strategies and interventions contain links to research reports and include information about an intervention’s level of effectiveness and the age groups for which it is designed.

Assessment (includes Progress Monitoring)

Using Student Achievement Data To Support Instructional Decision Making

This guide outlines five recommendations to help educators effectively use data to monitor students’ academic progress and evaluate instructional practices. For more information on this topic, view the following IRIS resources: Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom; Effective School Practices: Promoting Collaboration and Monitoring Students’ Academic Achievement; RTI (Part 2): Assessment.

These practices have demonstrated minimal evidence of effectiveness on academic achievement for students in elementary, middle, and high school (kindergarten through grade 12).


Behavior and Classroom Management

Building Decision Skills

Building Decision Skills is meant to help students in Grades 6-12 develop core values and ethics. The program consists of 10 lessons including readings, handouts, and overheads.

This program has demonstrated potentially positive effects on knowledge, attitudes, and values for students in grade 12.

U.S. Department of Education View Research Summary

Caring School Community™ (CSC)

A multi-year school improvement program, Caring School Community (CSC) aims to promote core values, prosocial behavior, and a feeling of community. Elements of the program include cross-age buddies, class meeting lessons, home activities, and school-wide community activities.

This program was found to have potentially positive effects on behavior; no discernible effects on knowledge, attitudes, and values; and no discernible effects on academic achievement among students in kindergarten through grade 6.

U.S. Department of Education View Research Summary

Connect with Kids

Connect with Kids teaches students core character values through videos, story summaries, discussions, games, and activities. The program can be incorporated into existing curriculum or used alone.
This program has demonstrated potentially positive effects on behavior for students in grades 3 through 12.

U.S. Department of Education View Research Summary

**Coping Power**

This WWC intervention report details a program that emphasizes social and emotional skills that are needed during the transition to middle school and incorporates both child and parent components.

This program has demonstrated positive effects on external behavior and potentially positive effects on social outcomes for students in grades 4 and 5 classified with an emotional disturbance.

U.S. Department of Education View Research Summary

**Facing History and Ourselves**

Facing History and Ourselves promotes character values with an emphasis on developing moral reasoning skills through learning about historical events. Teachers participate in professional development and apply the approaches to their own teaching.

This program has demonstrated no discernible effects on behavior or knowledge, attitudes, and values for students in grade 8.

U.S. Department of Education View Research Summary

**First Step to Success**

First Step to Success is an early intervention program designed to help children who are at risk for developing aggressive or antisocial behaviors. The program includes three modules: screening, classroom intervention, and parent training. It is appropriate for grades K-3.

This program has demonstrated positive effects on external behavior; potentially positive effects on emotional/internal behavior, social outcomes, and other academic performance; and no discernible effects on reading achievement/literacy for children classified with an emotional disturbance.

U.S. Department of Education View Research Summary

**Lions Quest: Skills for Action Character Education**

Lions Quest Skills for Action, a program to build positive character values and life and citizenship skills for students in grades 9–12, includes classroom lessons and service learning. The program includes more than 100 lessons focused around 26 personal, social, and thinking skills. Program length ranges from one semester to 4 years. Students explore personal stories highlighting values and behavior through teachers’ questions, group discussion, and resource pages in the curricular materials. For service learning, students perform school-based or community-based projects and reflect on their experiences. Optional components include a student magazine, an Advisory Team, and supplemental units on drug use prevention.

Skills for Action was found to have no discernible effects on students' knowledge, attitudes, and values.

Lions Quest, Lions Clubs International Foundation View Research Summary

**Lions Quest: Skills for Adolescence: Character Education**
Lions Quest: Skills for Adolescence is a school-wide program designed to promote good citizenship, strong values, and social-emotional skills, as well as to discourage drug/alcohol abuse and violence.

This program has demonstrated potentially positive effects on behavior for students in middle school (grades 6 through 8).

U.S. Department of Education View Research Summary

**Lovaas Model of Applied Behavior Analysis (Early Childhood Education for Children with Disabilities)**

The Lovaas Model of Applied Behavior Analysis is a type of behavioral therapy for children with autism or pervasive developmental disorder. The three-year program includes one-on-one instruction, facilitated peer play, support in the classroom, and generalization of activities for transfer of skills.

This program demonstrated potentially positive effects on cognitive development for children with disabilities and no discernible effects for communication/language competencies, social-emotional development/behavior, and functional abilities.

U.S. Department of Education View Research Summary

**Positive Action**

This WWC intervention report outlines a program that aims to promote character development, academic achievement, and social-emotional skills. It is meant to reduce disruptive and problem behavior.

This program has demonstrated positive effects on behavior and general academic achievement for children in kindergarten through grade 6.

U.S. Department of Education View Research Summary

**Reducing Behavior Problems in the Elementary School Classroom**

This WWC practice guide details a school-wide program designed for educators and administrators which offers prevention, implementation, and strategies meant to reduce problematic behavior. For more information on this topic, view the following IRIS resources: Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan; Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan; Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle; Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions; Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan.

These practices have demonstrated moderate and strong evidence of effectiveness on behavior management for children in general education classrooms in elementary school (kindergarten through grade 5).

Epstein, M.; Atkins, M., Cullinan, D., Kutash, K.; & Weaver, R. View Research Summary

**Social Skills Training: Early Childhood Education for Children with Disabilities**

Social skills training is a collection of practices that utilize a behavioral approach to teaching preschool children social skills competences: communication, problem solving, decision making, self-management, and peer relations.

This program to have no discernible effects on cognition and positive effects on social-emotional development and...
behavior for children with disabilities in early education settings.

U.S. Department of Education View Research Summary

The Incredible Years™: Children Identified with or at risk for an Emotional Disturbance Evidence

The Incredible Years is composed of training programs for children, parents, and teachers. The child program is designed for children (ages 0–12) with challenging behaviors and focuses on building social and emotional skills.

This program was found to have potentially positive effects on external behavior and potentially positive effects on social outcomes for children classified as having an emotional disturbance.

U.S. Department of Education View Research Summary

The Incredible Years™: Early Childhood Education for Children with Disabilities

The Incredible Years is an intervention composed of training programs for children, parents, and teachers designed to reduce aggression and improve social skills in children. The three programs (child, parent, teacher) can be used alone or in combination.

This program has not yet been proven effective for preschool children with an emotional disturbance.

U.S. Department of Education View Research Summary

Too Good for Drugs and Violence (TGFD & V)

Too Good for Drugs and Violence is designed to promote prosocial skills, positive character traits, and violence- and drug-free norms. The program includes 14 core lessons that can be incorporated into any content area.

This program demonstrated positive effects on the knowledge, attitudes, and values for students in high school (grades 9 through 12).

U.S. Department of Education View Research Summary

Too Good for Drugs™ (TGFD)

Too Good for Drugs promotes life skills; character values; resistance skills to negative peer influences and the use of illegal drugs, alcohol, and tobacco. The program involves role play and cooperative learning games.

This program has demonstrated potentially positive effects on behavior for students in grades 3, 4, and 6. It has demonstrated no discernible effects on knowledge, attitudes, and values.

U.S. Department of Education View Research Summary

Too Good for Violence (TGFV)

Too Good for Violence promotes character values and social emotional skills. The program includes scripted lessons and role play, cooperative games, small-group activities, and discussion. Parent and community optional elements are also included.

This program has demonstrated potentially positive effects on students' behavior and knowledge, attitudes, and values.
Content Instruction

Direct Instruction: Early Childhood Education

This intervention report includes all Direct Instruction products. These programs include techniques that are fast-paced, teacher-directed, and accommodate opportunities for student response and teacher reinforcement. The grades included in report were preschool and kindergarten.

This program has demonstrated no discernible effects on mathematics achievement, oral language, cognition, and print knowledge for preschool and kindergarten children with disabilities.

Encouraging Girls in Math and Science

The WWC practice guide outlines recommendations for encouraging girls in math and science in the classroom without requiring system change. A useful guide for teachers and other school personnel.

These practices have demonstrated minimal and moderate evidence of effectiveness on encouraging girls in math and science for students in elementary, middle, and high school (kindergarten through grade 12).


Milieu Teaching (Early Childhood Education for Children with Disabilities)

Milieu Teaching is a practice that involves arranging stimuli in a child’s environment to create a setting that encourages a targeted behavior. There are four strategies involved: modeling, mand-modeling, incidental teaching, and time-delay.

This practice has demonstrated no discernible effect on language competencies for preschool children with developmental delays.

Peer-Assisted Learning Strategies: Adolescent Learners

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades 2-6.

This practice has demonstrated potentially positive effects on reading comprehension for adolescent learners in grades 2 through 6.

Peer-Assisted Learning Strategies: Beginning Readers

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades K-1.
This practice has demonstrated potentially positive effects on alphabetics, no discernible effects on fluency, and mixed effects on comprehension for beginning readers.

U.S. Department of Education View Research Summary

**Peer-Assisted Learning Strategies: Elementary School Math**

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week.

This practice has demonstrated no discernible effects on mathematics achievement for students in kindergarten through first grade.

U.S. Department of Education View Research Summary

**Peer-Assisted Learning Strategies: English Language Learners**

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades 2-6.

This practice has demonstrated potentially positive effects on reading achievement for English language learners in grades 3 through 6.

U.S. Department of Education View Research Summary

**Peer-Assisted Learning Strategies: Students with Learning Disabilities**

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and student pairs work together three or four times per week.

This practice has demonstrated potentially positive effects on reading fluency and reading comprehension and no discernible effects on mathematics for students with learning disabilities.

U.S. Department of Education View Research Summary

**Diversity**

**Accelerated Reader™: English Language Learners**

Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers.

This program has not yet been proven effective on ELL.

U.S. Department of Education View Research Summary

**Achievement for Latinos through Academic Success (ALAS)**

ALAS is a drop-out intervention program. The program includes assigning students mentors/counselors who monitor attendance, behavior, and academic achievement. The role of the mentor is to provide feedback, coordinate interventions and family interactions, and to serve as an advocate.
This program has demonstrated potentially positive effects on staying in school and progressing in school for students in grades 7 through 9.

U.S. Department of Education View Research Summary

**ClassWide Peer Tutoring: English Language Learners**

ClassWide Peer Tutoring (CWPT) is a peer-assisted instructional strategy designed to be integrated with most existing reading curricula. This approach provides students with increased opportunities to practice reading skills by asking questions and receiving immediate feedback from a peer tutor.

This program has not yet been proven effective on ELL.

U.S. Department of Education View Research Summary

**Effective Literacy and English Language Instruction for English Learners in the Elementary Grades**

This WWC practice guide is for school personnel who provide literacy instruction for ELL students. The guide includes strategies and program outlines to ensure effective practice. For more information on this topic, view the IRIS Module Teaching English Language Learners: Effective Instructional Practices.

These practices have demonstrated minimal and strong evidence of effectiveness on literacy for English Language Learners in elementary school (kindergarten through grade 5).


**Instructional Conversations and Literature Logs: English Language Learners**

The goal of Instructional Conversations is to help English learners develop reading comprehension ability along with English language proficiency. Acting as facilitators, teachers engage students in discussions about stories, key concepts, and related personal experiences, allowing students to appreciate and build on each others' experiences, knowledge, and understanding.

This program was found to have potentially positive effects on reading achievement and English language development.

U.S. Department of Education View Research Summary

**Peer Tutoring and Response Groups: English Language Learners**

Peer Tutoring and Response Groups aims to improve the language and achievement of English learners by pairing or grouping students to work on a task. The students may be grouped by age or ability, or the groups may be mixed.

This program was found to have positive effects on English language development.

U.S. Department of Education View Research Summary

**Peer-Assisted Learning Strategies: English Language Learners**

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades 2-6.
This practice has demonstrated potentially positive effects on reading achievement for English language learners in grades 3 through 6.

U.S. Department of Education View Research Summary

**Read Naturally®: English Language Learners**

Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software.

This program was found to have no discernible effects on reading achievement and English language development of elementary school English language learners.

U.S. Department of Education View Research Summary

**Sheltered Instruction Observation Protocol® (SIOP®): English Language Learners**

The Sheltered Instruction Observation Protocol® (SIOP®) is a framework for planning and delivering instruction in content areas such as science, history, and mathematics to English language learners as well as other students.

This program is yet to be proven effective through research.

U.S. Department of Education View Research Summary

**Early Intervention/Early Childhood**

**Accelerated Reader™: Beginning Reading**

Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students’ progress to teachers.

Accelerated Reader was found to have mixed effects on comprehension and no discernible effects on reading fluency for beginning readers.

U.S. Department of Education View Research Summary

**ClassWide Peer Tutoring: Beginning Reading**

ClassWide Peer Tutoring (CWPT) is a peer-assisted instructional strategy designed to be integrated with most existing reading curricula. This approach provides students with increased opportunities to practice reading skills by asking questions and receiving immediate feedback from a peer tutor.

This program was found to have potentially positive effects on general reading achievement.

U.S. Department of Education View Research Summary

**Cognitively Guided Instruction (CGI)**

Cognitively Guided Instruction (CGI) is a framework to guide teachers in providing mathematics instruction by focusing on what students know about mathematics, building upon this knowledge.

This practice has been labeled promising for students in kindergarten through sixth grade for number-facts problems.
and complex addition/subtraction problems. This practice has not been proven effective for simple addition/subtraction problems or advanced problems.

U.S. Department of Education View Research Summary

**Dialogic Reading: Early Childhood Education**

Dialogic Reading is an interactive shared picture book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become the storyteller with the assistance of the adult, who functions as an active listener and questioner.

This program was found to have positive effects on oral language and no discernible effects on phonological processing.

U.S. Department of Education View Research Summary

**Dialogic Reading: Early Childhood Education for Children with Disabilities**

Dialogic reading is a shared reading practice in which an adult and child switch roles so that the child learns to become the storyteller with the assistance of the adult.

This practice has demonstrated potentially positive effects on language competencies for preschool children with disabilities.

U.S. Department of Education View Research Summary

**Direct Instruction: Early Childhood Education**

This intervention report includes all Direct Instruction products. These programs include techniques that are fast-paced, teacher-directed, and accommodate opportunities for student response and teacher reinforcement. The grades included in report were preschool and kindergarten.

This program has demonstrated no discernible effects on mathematics achievement, oral language, cognition, and print knowledge for preschool and kindergarten children with disabilities.

U.S. Department of Education View Research Summary

**Lovaas Model of Applied Behavior Analysis (Early Childhood Education for Children with Disabilities)**

The Lovaas Model of Applied Behavior Analysis is a type of behavioral therapy for children with autism or pervasive developmental disorder. The three-year program includes one-on-one instruction, facilitated peer play, support in the classroom, and generalization of activities for transfer of skills.

This program demonstrated potentially positive effects on cognitive development for children with disabilities and no discernible effects for communication/language competencies, social-emotional development/behavior, and functional abilities.

U.S. Department of Education View Research Summary

**Milieu Teaching (Early Childhood Education for Children with Disabilities)**

Milieu Teaching is a practice that involves arranging stimuli in a child's environment to create a setting that
encourages a targeted behavior. There are four strategies involved: modeling, mand-modeling, incidental teaching, and time-delay.

This practice has demonstrated no discernible effect on language competencies for preschool children with developmental delays.

U.S. Department of Education View Research Summary

**Phonological Awareness Training (Early Childhood Education for Children with Disabilities)**

This review refers to any practice targeting young children's phonological awareness, which includes the ability to identify, detect, delete, segment, or blend segments of words.

This practice has demonstrated potentially positive effects on language competencies among preschool children with learning disabilities.

U.S. Department of Education View Research Summary

**Phonological Awareness Training plus Letter Knowledge Training**

This review refers to any practice targeting young children's phonological awareness (i.e., the ability to identify, detect, delete, segment, or blend segments of words) with the addition of letter knowledge training, which includes explicit instruction in the letters of the alphabet and the relationships between letters and sounds.

This practice has demonstrated potentially negative effects on oral language, positive effects on print knowledge, potentially positive effects on phonological processing and early reading/writing, and no discernible effects on cognition.

U.S. Department of Education View Research Summary

**Play-Based Interventions (Early Childhood Education for Children with Disabilities)**

Play-based interventions are designed to improve social-emotional, physical, language, and cognitive development. The intervention technique makes use of modeling, verbal redirection, reinforcement, and indirect instruction.

These practices have not yet been proven effective in social-emotional development for preschool children with disabilities.

U.S. Department of Education View Research Summary

**Read Naturally®: Adolescent Reading**

Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software.

This program was found to have potentially positive effects on general literacy achievement for adolescent readers.

U.S. Department of Education View Research Summary

**Shared Book Reading**

Shared Book Reading is a practice during which an adult reads a book with a child or a small group of children,
without considerable interactions from the children. This practice is meant to improve young children’s language and literacy skills and their awareness of books.

This practice was found to have mixed effects on comprehension and language development and no discernible effects on alphabetics and general reading achievement for preschool children.

U.S. Department of Education View Research Summary

Social Skills Training: Early Childhood Education for Children with Disabilities

Social skills training is a collection of practices that utilize a behavioral approach to teaching preschool children social skills competences: communication, problem solving, decision making, self-management, and peer relations.

This program to have no discernible effects on cognition and positive effects on social-emotional development and behavior for children with disabilities in early education settings.

U.S. Department of Education View Research Summary

Teaching Math to Young Children

This WWC practice guide provides specific recommendations for improving mathematics instruction for young children. This guide also includes steps to implement the recommendations, common barriers to implementation, and evidence of effectiveness of each recommendation.

These practices have demonstrated minimal and moderate evidence of effectiveness on mathematics achievement for preschool children and children in prekindergarten and kindergarten.

Frye, Baroody, Burchinal, Carver, Jordan, & McDowell View Research Summary

Learning Strategies

Accelerated Reader™: Adolescent Literacy

Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students’ progress to teachers.

This program was found to have no discernible effects on reading fluency or comprehension for adolescent learners.

U.S. Department of Education View Research Summary

Accelerated Reader™: Beginning Reading

Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students’ progress to teachers.

Accelerated Reader was found to have mixed effects on comprehension and no discernible effects on reading fluency for beginning readers.

U.S. Department of Education View Research Summary

Accelerated Reader™: English Language Learners
Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers.

This program has not yet been proven effective on ELL.

U.S. Department of Education View Research Summary

ClassWide Peer Tutoring: Beginning Reading

ClassWide Peer Tutoring (CWPT) is a peer-assisted instructional strategy designed to be integrated with most existing reading curricula. This approach provides students with increased opportunities to practice reading skills by asking questions and receiving immediate feedback from a peer tutor.

This program was found to have potentially positive effects on general reading achievement.

U.S. Department of Education View Research Summary

ClassWide Peer Tutoring: English Language Learners

ClassWide Peer Tutoring (CWPT) is a peer-assisted instructional strategy designed to be integrated with most existing reading curricula. This approach provides students with increased opportunities to practice reading skills by asking questions and receiving immediate feedback from a peer tutor.

This program has not yet been proven effective on ELL.

U.S. Department of Education View Research Summary

Organizing Instruction and Study To Improve Student Learning

Using some of the most important research on learning and memory, this WWC practice guide outlines actions related to the use of instructional and study time for social studies, science, and math. For more information, please view the IRIS Modules High-Quality Mathematics Instruction: What Teachers Should Know, Providing Instructional Supports: Facilitating Master of New Skills, SRSD: Using Learning Strategies To Enhance Student Learning, Algebra (Part 1): Applying Learning Strategies to Beginning Algebra, and Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra.

These practices have demonstrated minimal, moderate, and strong evidence of effectiveness on organizing instruction and study time to improve student learning, especially in science, social studies, and math, for students in elementary, middle, and high school (kindergarten through grade 12).

Pashler, H.; Bain, P. M.; Bottge, B. A.; Graesser, A.; Koedinger, K.; McDaniel, M.; & Metcalfe, J. View Research Summary

Peer Tutoring and Response Groups: English Language Learners

Peer Tutoring and Response Groups aims to improve the language and achievement of English learners by pairing or grouping students to work on a task. The students may be grouped by age or ability, or the groups may be mixed.

This program was found to have positive effects on English language development.

U.S. Department of Education View Research Summary
Peer-Assisted Learning Strategies: Adolescent Learners

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades 2-6.

This practice has demonstrated potentially positive effects on reading comprehension for adolescent learners in grades 2 through 6.

U.S. Department of Education View Research Summary

Peer-Assisted Learning Strategies: Beginning Readers

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades K-1.

This practice has demonstrated potentially positive effects on alphabolics, no discernible effects on fluency, and mixed effects on comprehension for beginning readers.

U.S. Department of Education View Research Summary

Peer-Assisted Learning Strategies: Elementary School Math

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week.

This practice has demonstrated no discernible effects on mathematics achievement for students in kindergarten through first grade.

U.S. Department of Education View Research Summary

Peer-Assisted Learning Strategies: English Language Learners

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades 2-6.

This practice has demonstrated potentially positive effects on reading achievement for English language learners in grades 3 through 6.

U.S. Department of Education View Research Summary

Peer-Assisted Learning Strategies: Students with Learning Disabilities

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and student pairs work together three or four times per week.

This practice has demonstrated potentially positive effects on reading fluency and reading comprehension and no discernible effects on mathematics for students with learning disabilities.

U.S. Department of Education View Research Summary
Read Naturally®: Adolescent Reading

Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software.

This program was found to have potentially positive effects on general literacy achievement for adolescent readers.

U.S. Department of Education View Research Summary

Read Naturally®: Beginning Reading

Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software.

Read Naturally® was found to have potentially positive effects on general reading achievement, mixed effects on reading fluency, and no discernible effects on alphabetics and comprehension for beginning readers.

U.S. Department of Education View Research Summary

Read Naturally®: English Language Learners

Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software.

This program was found to have no discernible effects on reading achievement and English language development of elementary school English language learners.

U.S. Department of Education View Research Summary

Repeated Reading: Students with Learning Disabilities

Repeated reading is an academic practice that aims to increase oral reading fluency. Repeated reading can be used with students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level.

This program was found to have potentially positive effects on reading comprehension and no discernible effects on alphabetics, reading fluency, and general reading achievement for students with learning disabilities.

U.S. Department of Education View Research Summary

Mathematics

Accelerated Math™: Elementary School Math

Accelerated Math is software used to customize assignments and monitor progress. It is a core or supplemental program designed to add practice components and give teachers the ability to differentiate instruction. Studies into the program's effectiveness included grades 2-5.

This program has been shown to have mixed effects in mathematics achievement for students in grades 2 through 5.

U.S. Department of Education View Research Summary
**Accelerated Math™: High School Math**

Accelerated Math is software used to customize assignments and monitor student progress. It is a core or supplemental program designed to add practice components and give teachers the ability to differentiate instruction.

This program has not yet been proven effective in mathematics achievement for students in high school (grades 9 through 12).

U.S. Department of Education View Research Summary

**Accelerated Math™: Middle School Students**

Accelerated Math is software used to customize assignments and monitor student progress. It is a core or supplemental program designed to add practice components and give teachers the ability to differentiate instruction.

This program was found to have no discernible effects in mathematics achievement for students in middle school (grades 6 through 8).

U.S. Department of Education View Research Summary

**Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools**

Eight recommendations are included in this practice guide designed for teachers', principals', and administrators' use of RTI for the early detection, prevention, and support of students struggling with math. For more information on this topic, view the IRIS Module RTI: Mathematics.

These practices have demonstrated a range of effectiveness from minimal to strong among students with disabilities in elementary and middle school (kindergarten through grade 8).


**Bright Beginnings**

Bright Beginnings is designed with nine thematic units that address cognitive, social, emotional, and physical development. Units include concept maps, literacy lessons, center activities, and home activities.

This program has demonstrated no discernible effect on print knowledge, oral language, mathematics achievement, and phonological processing for preschool children.

U.S. Department of Education View Research Summary

**Building Blocks for Math: SRA Real Math**

SRA Real Math Building Blocks PreK is a supplemental program designed to develop early math knowledge in preschoolers using manipulatives, software, and print materials.

This program has been proven to have positive effects on mathematics achievement for preschool children.

U.S. Department of Education View Research Summary

**Cognitively Guided Instruction (CGI)**
Cognitively Guided Instruction (CGI) is a framework to guide teachers in providing mathematics instruction by focusing on what students know about mathematics, building upon this knowledge.

This practice has been labeled promising for students in kindergarten through sixth grade for number-facts problems and complex addition/subtraction problems. This practice has not been proven effective for simple addition/subtraction problems or advanced problems.

U.S. Department of Education View Research Summary

Core-Plus Mathematics

Core-Plus Mathematics presents traditional secondary mathematics in a new sequence. The first three courses offer useful mathematics, while the fourth prepares students for college math and statistics courses using active learning, teacher-centered techniques, and technology.

This program has demonstrated potentially positive effects on mathematics achievement for students in grades 9 and 10.

U.S. Department of Education View Research Summary

Developing Effective Fractions Instruction for Kindergarten Through 8th Grade

This practice guide is designed to help teachers improve student understanding of fractions. Strategies include developing early fraction concepts, understanding the meaning of fractions, and building comprehension of the computations involved.

These practices have demonstrated minimal and moderate evidence of effectiveness in developing fractions instruction for students in kindergarten through grade 8.


Direct Instruction: Early Childhood Education

This intervention report includes all Direct Instruction products. These programs include techniques that are fast-paced, teacher-directed, and accommodate opportunities for student response and teacher reinforcement. The grades included in report were preschool and kindergarten.

This program has demonstrated no discernible effects on mathematics achievement, oral language, cognition, and print knowledge for preschool and kindergarten children with disabilities.

U.S. Department of Education View Research Summary

Encouraging Girls in Math and Science

The WWC practice guide outlines recommendations for encouraging girls in math and science in the classroom without requiring system change. A useful guide for teachers and other school personnel.

These practices have demonstrated minimal and moderate evidence of effectiveness on encouraging girls in math and science for students in elementary, middle, and high school (kindergarten through grade 12).

enVision MATH

enVisionMATH is a core curriculum designed to help students develop an understanding of math concepts through problem-based instruction, small groups, and visual learning. Differentiated instruction and ongoing assessment are included in the program.

This program has demonstrated potentially positive effects on mathematics achievement for students in grades 2 and 4.

U.S. Department of Education View Research Summary

Everyday Mathematics®

Everyday Mathematics is a core curriculum that provides students with practice in problem-solving, mathematical thinking, communication, and technology use.

This program has demonstrated potentially positive effects on mathematics achievement for students in grades 3, 4, and 5.

U.S. Department of Education View Research Summary

I CAN Learn®

I CAN Learn is a software program that provides interactive math instruction that includes Grades 5 and 6 math, pre-algebra, algebra, and geometry. The program is self-paced and students must demonstrate mastery before progressing. It has only been reviewed for Grades 8-10.

This program has demonstrated no discernible effects on mathematics achievement for students in grades 8 through 10.

U.S. Department of Education View Research Summary

I CAN Learn® Pre-Algebra and Algebra

The I CAN Learn Education System is software that includes some of the fundamentals of math, pre-algebra, and algebra curricula. Students may earn college algebra credit through the 121 lesson CLEP program.

This program has demonstrated positive effects on mathematics achievement for students in grade 8.

U.S. Department of Education View Research Summary

Improving Mathematical Problem Solving in Grades 4 Through 8

This practice guide offers five recommendations to assist teachers, math coaches, other educators, and curriculum developers seeking to improve the mathematical problem solving of students. For more information on this topic, view the IRIS Module High-Quality Mathematics Instruction: What Teachers Should Know.

These practices have demonstrated minimal, moderate, and strong evidence of effectiveness on mathematical problem solving for students in grades 4 through 8.

Lindamood Phoneme Sequencing® (LiPS®)
Lindamood Phoneme Sequencing (LiPS) is designed to teach students to decode words and identify phonemes. Initial instruction involves teaching the mouth movements required for the production of specific sounds.

This program has demonstrated potentially positive effects on alphabetics, reading fluency, and math; no discernible effects on reading comprehension; and potentially negative effects on writing for students with learning disabilities.

U.S. Department of Education View Research Summary

Peer-Assisted Learning Strategies: Elementary School Math
Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week.

This practice has demonstrated no discernible effects on mathematics achievement for students in kindergarten through first grade.

U.S. Department of Education View Research Summary

Peer-Assisted Learning Strategies: Students with Learning Disabilities
Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and student pairs work together three or four times per week.

This practice has demonstrated potentially positive effects on reading fluency and reading comprehension and no discernible effects on mathematics for students with learning disabilities.

U.S. Department of Education View Research Summary

Saxon Math: Elementary School Students
Saxon Math is a core curriculum that uses an incremental approach for instruction and assessment. New concepts are introduced so that concepts are developed, reviewed, and practiced over time rather than in discrete chunks.

This program was found to have potentially effective on mathematics achievement for students in grades 1 through 5.

U.S. Department of Education View Research Summary

Teaching Math to Young Children
This WWC practice guide provides specific recommendations for improving mathematics instruction for young children. This guide also includes steps to implement the recommendations, common barriers to implementation, and evidence of effectiveness of each recommendation.

These practices have demonstrated minimal and moderate evidence of effectiveness on mathematics achievement for preschool children and children in prekindergarten and kindergarten.

Frye, Baroody, Burchinal, Carver, Jordan, & McDowell View Research Summary

The Expert Mathematician (Middle School Math)
The Expert Mathematician is a three-year program designed to help middle school students develop thinking
processes for mathematical applications and communication. The program includes software and print materials and includes general math, pre-algebra, and algebra I.

This program has demonstrated a potentially positive effect on mathematics achievement for students in grade 8.

U.S. Department of Education View Research Summary

Reading, Literacy, Language Arts

**Accelerated Reader™: Adolescent Literacy**

Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers.

This program was found to have no discernible effects on reading fluency or comprehension for adolescent learners.

U.S. Department of Education View Research Summary

**Accelerated Reader™: Beginning Reading**

Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers.

Accelerated Reader was found to have mixed effects on comprehension and no discernible effects on reading fluency for beginning readers.

U.S. Department of Education View Research Summary

**Accelerated Reader™: English Language Learners**

Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers.

This program has not yet been proven effective on ELL.

U.S. Department of Education View Research Summary

**Alphabetic Phonics**

Alphabetic Phonics is a multisensory curriculum that can be used individually or in small groups. Program components include reading, handwriting, spelling, verbal and written expression, and comprehension.

This program has not yet been proven effective in literacy for students with learning disabilities in elementary or middle school (kindergarten through grade 8).

U.S. Department of Education View Research Summary

**Assisting Students with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades**
The focus of this guide is the identification of struggling readers, as well as the implementation of evidence-based strategies to promote reading achievement. Teachers and reading specialists can utilize these strategies to screen students, design and implement RTI and multi-tier intervention methods at the classroom or school level, adjust instruction, and monitor progress. The guide is written for use in grades K-3. For more information on this topic, view the IRIS Modules RTI (Part 1): An Overview, RTI (Part 2): Assessment, RTI (Part 3): Reading Instruction, RTI (Part 4): Putting It All Together, RTI (Part 5): A Closer Look at Tier 3, and Classroom Assessment (Part 2): Evaluating Reading Progress.

These practices have demonstrated a range of effectiveness from minimal to strong on literacy for students with disabilities and struggling readers in kindergarten through grade 3.


Barton Reading & Spelling System®

The Barton Reading & Spelling System is an individual tutoring system designed to improve the reading, writing, and spelling skills of struggling students with learning disabilities.

This program has not yet been proven effective in reading and spelling achievement for students with learning disabilities.

U.S. Department of Education View Research Summary

Book Clubs: Adolescent Literacy

Book Clubs provide a reading framework designed to supplement or organize regular classroom reading instruction for students in grades K-8.

This program has not yet been proven effective in improving literacy among adolescents.

U.S. Department of Education View Research Summary

ClassWide Peer Tutoring: Beginning Reading

ClassWide Peer Tutoring (CWPT) is a peer-assisted instructional strategy designed to be integrated with most existing reading curricula. This approach provides students with increased opportunities to practice reading skills by asking questions and receiving immediate feedback from a peer tutor.

This program was found to have potentially positive effects on general reading achievement.

U.S. Department of Education View Research Summary

ClassWide Peer Tutoring: English Language Learners

ClassWide Peer Tutoring (CWPT) is a peer-assisted instructional strategy designed to be integrated with most existing reading curricula. This approach provides students with increased opportunities to practice reading skills by asking questions and receiving immediate feedback from a peer tutor.

This program has not yet been proven effective on ELL.

U.S. Department of Education View Research Summary
**Dialogic Reading: Early Childhood Education**

Dialogic Reading is an interactive shared picture book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become the storyteller with the assistance of the adult, who functions as an active listener and questioner.

This program was found to have positive effects on oral language and no discernible effects on phonological processing.

U.S. Department of Education [View Research Summary](#)

**Dialogic Reading: Early Childhood Education for Children with Disabilities**

Dialogic reading is a shared reading practice in which an adult and child switch roles so that the child learns to become the storyteller with the assistance of the adult.

This practice has demonstrated potentially positive effects on language competencies for preschool children with disabilities.

U.S. Department of Education [View Research Summary](#)

**Dyslexia Training Program**

The Dyslexia Training Program is a Tier III DVD-based reading intervention program that provides intensive phonics instruction to children with reading disabilities through multisensory lessons. The program was developed for grades 2-5.

This program has not yet been proven effective in reading achievement for students with learning disabilities in grades 2 through 5.

U.S. Department of Education [View Research Summary](#)

**Effective Literacy and English Language Instruction for English Learners in the Elementary Grades**

This WWC practice guide is for school personnel who provide literacy instruction for ELL students. The guide includes strategies and program outlines to ensure effective practice. For more information on this topic, view the IRIS Module Teaching English Language Learners: Effective Instructional Practices.

These practices have demonstrated minimal and strong evidence of effectiveness on literacy for English Language Learners in elementary school (kindergarten through grade 5).


**Fast ForWord®**

Fast ForWord® is a computer-based reading program intended to help students develop and strengthen the cognitive skills necessary for successful reading and learning.

This program was found to have positive effects on alphabetics, no discernible effects on reading fluency, and mixed effects on comprehension for beginning readers.

U.S. Department of Education [View Research Summary](#)
Fundations®

Fundations is an early intervention, supplemental program meant to reduce reading and spelling failure. Lessons include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, and vocabulary development. The program was developed for use in grades K-3.

This program has not yet been proven effective in reading and spelling achievement for students with learning disabilities in kindergarten through grade 3.

U.S. Department of Education View Research Summary

Herman Method™

The Herman Method teaches reading in small groups using direct instruction and drill and practice exercises. It includes instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Additional components include spelling and handwriting.

This program has not yet been proven effective in reading achievement for students with learning disabilities.

U.S. Department of Education View Research Summary

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

The strategies in this guide are designed to increase the reading ability of adolescent students. The recommendations aim to help students gain more from their reading tasks, improve motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention. For more information on this topic, view the IRIS Modules CSR: A Reading Comprehension Strategy; PALS: A Reading Strategy for High School; Secondary Reading Instruction: Teaching Vocabulary and Comprehension in the Content Areas.

These practices have demonstrated moderate and strong evidence of effectiveness on literacy for students in middle school and high school (grades 6 through 12).


Improving Reading Comprehension in Kindergarten Through 3rd Grade

Included in this guide are five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers. The guide is written for use in grades K-3. For more information on this topic, view the IRIS Modules PALS: A Reading Strategy for Grades K-1, PALS: A Reading Strategy for Grades 2-6, and RTI (Part 3): Reading Instruction.

These practices have demonstrated minimal, moderate, and strong evidence of effectiveness on reading comprehension for students in kindergarten through grade 3.


Instructional Conversations and Literature Logs: English Language Learners

The goal of Instructional Conversations is to help English learners develop reading comprehension ability along with English language proficiency. Acting as facilitators, teachers engage students in discussions about stories, key concepts, and related personal experiences, allowing students to appreciate and build on each others' experiences,
knowledge, and understanding.

This program was found to have potentially positive effects on reading achievement and English language development.

U.S. Department of Education View Research Summary

**Lindamood Phoneme Sequencing® (LiPS®)**

Lindamood Phoneme Sequencing (LiPS) is designed to teach students to decode words and identify phonemes. Initial instruction involves teaching the mouth movements required for the production of specific sounds.

This program has demonstrated potentially positive effects on alphabettics, reading fluency, and math; no discernible effects on reading comprehension; and potentially negative effects on writing for students with learning disabilities.

U.S. Department of Education View Research Summary

**Peer Tutoring and Response Groups: English Language Learners**

Peer Tutoring and Response Groups aims to improve the language and achievement of English learners by pairing or grouping students to work on a task. The students may be grouped by age or ability, or the groups may be mixed.

This program was found to have positive effects on English language development.

U.S. Department of Education View Research Summary

**Peer-Assisted Learning Strategies: Adolescent Learners**

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades 2-6.

This practice has demonstrated potentially positive effects on reading comprehension for adolescent learners in grades 2 through 6.

U.S. Department of Education View Research Summary

**Peer-Assisted Learning Strategies: Beginning Readers**

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades K-1.

This practice has demonstrated potentially positive effects on alphabettics, no discernible effects on fluency, and mixed effects on comprehension for beginning readers.

U.S. Department of Education View Research Summary

**Peer-Assisted Learning Strategies: English Language Learners**

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades 2-6.
This practice has demonstrated potentially positive effects on reading achievement for English language learners in grades 3 through 6.

U.S. Department of Education View Research Summary

Peer-Assisted Learning Strategies: Students with Learning Disabilities

Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and student pairs work together three or four times per week.

This practice has demonstrated potentially positive effects on reading fluency and reading comprehension and no discernible effects on mathematics for students with learning disabilities.

U.S. Department of Education View Research Summary

Phonological Awareness Training (Early Childhood Education for Children with Disabilities)

This review refers to any practice targeting young children's phonological awareness, which includes the ability to identify, detect, delete, segment, or blend segments of words.

This practice has demonstrated potentially positive effects on language competencies among preschool children with learning disabilities.

U.S. Department of Education View Research Summary

Phonological Awareness Training plus Letter Knowledge Training

This review refers to any practice targeting young children's phonological awareness (i.e., the ability to identify, detect, delete, segment, or blend segments of words) with the addition of letter knowledge training, which includes explicit instruction in the letters of the alphabet and the relationships between letters and sounds.

This practice has demonstrated potentially negative effects on oral language, positive effects on print knowledge, potentially positive effects on phonological processing and early reading/writing, and no discernible effects on cognition.

U.S. Department of Education View Research Summary

Project Read® Phonology

Project Read is a multisensory language arts curriculum designed for use in a classroom setting. The program emphasizes direct instruction and has three strands: Phonics/Linguistics, Reading Comprehension, and Written Expression.

This program has not yet been proven effective in reading achievement for students with learning disabilities in kindergarten through grade 4.

U.S. Department of Education View Research Summary

Read Naturally®: Adolescent Reading

Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software.
This program was found to have potentially positive effects on general literacy achievement for adolescent readers.

U.S. Department of Education View Research Summary

**Read Naturally®: Beginning Reading**

Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software.

Read Naturally® was found to have potentially positive effects on general reading achievement, mixed effects on reading fluency, and no discernible effects on alphabetics and comprehension for beginning readers.

U.S. Department of Education View Research Summary

**Read Naturally®: English Language Learners**

Read Naturally® is an elementary and middle school supplemental reading program designed to improve reading fluency using a combination of books, audiotapes, and computer software.

This program was found to have no discernible effects on reading achievement and English language development of elementary school English language learners.

U.S. Department of Education View Research Summary

**Reciprocal Teaching**

Reciprocal Teaching is an interactive instructional practice that aims to improve students' reading comprehension by teaching strategies to obtain meaning from a text. The teacher and students take turns leading a dialogue regarding segments of the text.

This program was found to have mixed effects on comprehension for adolescent learners.

U.S. Department of Education View Research Summary

**Repeated Reading: Students with Learning Disabilities**

Repeated reading is an academic practice that aims to increase oral reading fluency. Repeated reading can be used with students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level.

This program was found to have potentially positive effects on reading comprehension and no discernible effects on alphabetics, reading fluency, and general reading achievement for students with learning disabilities.

U.S. Department of Education View Research Summary

**Shared Book Reading**

Shared Book Reading is a practice during which an adult reads a book with a child or a small group of children, without considerable interactions from the children. This practice is meant to improve young children's language and literacy skills and their awareness of books.

This practice was found to have mixed effects on comprehension and language development and no discernible effects on alphabetics and general reading achievement for preschool children.
Sheltered Instruction Observation Protocol® (SIOP®): English Language Learners

The Sheltered Instruction Observation Protocol® (SIOP®) is a framework for planning and delivering instruction in content areas such as science, history, and mathematics to English language learners as well as other students.

This program is yet to be proven effective through research.

Teaching Elementary School Students to Be Effective Writers

The four recommendations in this practice guide outline strategies to improve student writing in the classroom. Implementation steps and supporting evidence are included. For more information on this topic, please view the IRIS Case Study Written Expression: Grades 2-5.

These practices have demonstrated minimal, moderate, and strong evidence of effectiveness on writing achievement for students in elementary school (kindergarten through grade 5).


Unbranded Orton-Gillingham-based Interventions

Orton-Gillingham is a multisensory approach to teaching reading and spelling that can be modified for individual or group instruction. The approach targets students with the reading difficulties associated with learning disabilities. This report focuses on the unbranded interventions that are based on general Orton-Gillingham principles and interventions that combine multiple branded products based on Orton-Gillingham principles.

This program has not yet been proven effective in reading achievement for students with learning disabilities.

Voyager Reading Programs

Voyager Passport is a supplemental reading program for students struggling with reading. It includes five components that can be differentiated: phonemic awareness, letter-sound recognition, word reading, sight words, and vocabulary.

This program has not yet been proven effective in reading achievement for students with learning disabilities in elementary school (kindergarten through grade 5).

Wilson Reading System®

The Wilson Reading System provides a reading and spelling curriculum for any students struggling with written language. The program includes interactive lesson plans and uses a sequential system with extensive controlled text.

This program has not yet been proven effective in reading and spelling achievement for students with learning disabilities.
**Words and Concepts**

Words and Concepts is a software program designed to build oral language skills related to vocabulary, comprehension, and word relationships in six units. It can be used by adults and children of varying abilities, including those with special needs.

This program has demonstrated no discernible effect on oral language for preschool children.

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**RTI/MTSS (includes intensive intervention)**

**Organizing Instruction and Study To Improve Student Learning**

Using some of the most important research on learning and memory, this WWC practice guide outlines actions related to the use of instructional and study time for social studies, science, and math. For more information, please view the IRIS Modules High-Quality Mathematics Instruction: What Teachers Should Know, Providing Instructional Supports: Facilitating Master of New Skills, SRSD: Using Learning Strategies To Enhance Student Learning, Algebra (Part 1): Applying Learning Strategies to Beginning Algebra, and Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra.

These practices have demonstrated minimal, moderate, and strong evidence of effectiveness on organizing instruction and study time to improve student learning, especially in science, social studies, and math, for students in elementary, middle, and high school (kindergarten through grade 12).

Pashler, H.; Bain, P. M.; Bottege, B. A.; Graesser, A.; Koedinger, K.; McDaniel, M.; & Metcalfe, J. [View Research Summary](#)

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**Social Skills Training: Early Childhood Education for Children with Disabilities**

Social skills training is a collection of practices that utilize a behavioral approach to teaching preschool children social skills competences: communication, problem solving, decision making, self-management, and peer relations.

This program to have no discernible effects on cognition and positive effects on social-emotional development and behavior for children with disabilities in early education settings.

U.S. Department of Education [View Research Summary](#)

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**Using Student Achievement Data To Support Instructional Decision Making**

This guide outlines five recommendations to help educators effectively use data to monitor students’ academic progress and evaluate instructional practices. For more information on this topic, view the following IRIS resources: Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom; Effective School Practices: Promoting Collaboration and Monitoring Students’ Academic Achievement; RTI (Part 2): Assessment.

These practices have demonstrated minimal evidence of effectiveness on academic achievement for students in elementary, middle, and high school (kindergarten through grade 12).

Building Decision Skills

Building Decision Skills is meant to help students in Grades 6-12 develop core values and ethics. The program consists of 10 lessons including readings, handouts, and overheads.

This program has demonstrated potentially positive effects on knowledge, attitudes, and values for students in grade 12.

U.S. Department of Education View Research Summary

Caring School Community™ (CSC)

A multi-year school improvement program, Caring School Community (CSC) aims to promote core values, prosocial behavior, and a feeling of community. Elements of the program include cross-age buddies, class meeting lessons, home activities, and school-wide community activities.

This program was found to have potentially positive effects on behavior; no discernible effects on knowledge, attitudes, and values; and no discernible effects on academic achievement among students in kindergarten through grade 6.

U.S. Department of Education View Research Summary

Connect with Kids

Connect with Kids teaches students core character values through videos, story summaries, discussions, games, and activities. The program can be incorporated into existing curriculum or used alone.

This program has demonstrated potentially positive effects on behavior for students in grades 3 through 12.

U.S. Department of Education View Research Summary

Dropout Prevention

Written for educators, administrators, and policymakers, this guide focuses on recommendations for reducing high school dropout rates. Strategies include identifying and advocating for at-risk youth, implementing programs to improve behavior and social skills, and keeping students engaged.

These practices have demonstrated minimal and moderate evidence of effectiveness on drop-out prevention in middle and high school (grades 6 through 12).

Dynarski, M.; Clarke, L.; Cobb, B.; Finn, J.; Rumberger, R.; & Smink, J. View Research Summary

Lions Quest: Skills for Action Character Education

Lions Quest Skills for Action, a program to build positive character values and life and citizenship skills for students in grades 9–12, includes classroom lessons and service learning. The program includes more than 100 lessons focused around 26 personal, social, and thinking skills. Program length ranges from one semester to 4 years. Students explore personal stories highlighting values and behavior through teachers’ questions, group discussion, and resource pages in the curricular materials. For service learning, students perform school-based or community-based projects and reflect on their experiences. Optional components include a student magazine, an Advisory Team, and supplemental units on drug use prevention.
Skills for Action was found to have no discernible effects on students' knowledge, attitudes, and values.

Lions Quest, Lions Clubs International Foundation View Research Summary

**Lions Quest: Skills for Adolescence: Character Education**

Lions Quest: Skills for Adolescence is a school-wide program designed to promote good citizenship, strong values, and social-emotional skills, as well as to discourage drug/alcohol abuse and violence.

This program has demonstrated potentially positive effects on behavior for students in middle school (grades 6 through 8).

U.S. Department of Education View Research Summary

**Structuring Out-of-School Time To Improve Academic Achievement**

The five recommendations in this guide are intended to help district and school administrators, out-of-school program providers, and educators design out-of-school time programs that will increase learning for students.

These practices have been demonstrated minimal and moderate evidence of effectiveness on academic achievement for students in elementary and middle school (kindergarten through grade 8).


**Talent Development High Schools**

The Talent Development High Schools is a whole-school reform approach for schools facing challenges with attendance, discipline, and achievement. Small learning communities are the focus of the program's structural and curriculum reforms.

This program has demonstrated potentially positive effects on progressing in school for students in high school (grades 9 through 12).

U.S. Department of Education View Research Summary

**Talent Development Middle Grades Program**

The Talent Development Middle Grades Program (TDMG) is a whole-school reform approach for schools facing challenges with attendance, discipline, and achievement. Small learning communities are the focus of the program’s structural and curriculum reforms.

This program has not yet been proven effective in drop-out prevention in middle school (grades 6 through 8).

U.S. Department of Education View Research Summary

**Turning Around Chronically Low-Performing Schools**

The practices identified in this guide can improve the performance of chronically low-performing schools. The four recommendations in this guide work together to help failing schools make adequate yearly progress. For more information on this topic, view the IRIS Modules Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement; Differentiated Instruction: Maximizing the Learning of All Students.

These practices have demonstrated minimal evidence of effectiveness on improving the performance of low-
performing schools for elementary, middle, and high school (kindergarten through grade 12).

Herman, R.; Dawson, P.; Dee, T.; Greene, J.; Maynard, R.; Redding, S., & Darwin, M. View Research Summary

Transition

Accelerated Middle Schools

This intervention report studied the effectiveness of accelerated middle schools in helping students to catch up with their age peers in the hope they will be more likely to stay in school and graduate.

This program has demonstrated potentially positive effects on staying in school and positive effects on progressing in school for students in middle grades (grades 6 through 8).

U.S. Department of Education View Research Summary

Achievement for Latinos through Academic Success (ALAS)

ALAS is a drop-out intervention program. The program includes assigning students mentors/counselors who monitor attendance, behavior, and academic achievement. The role of the mentor is to provide feedback, coordinate interventions and family interactions, and to serve as an advocate.

This program has demonstrated potentially positive effects on staying in school and progressing in school for students in grades 7 through 9.

U.S. Department of Education View Research Summary

Career Academies

Career Academies are school-within-school programs offering career-related curricula based on a career theme, academic work, and work experience through local business partnerships.

This program has demonstrated potentially positive effects on completing school and no discernible effects on staying in school or progressing in school for high-school aged youth.

U.S. Department of Education View Research Summary

Check & Connect

Check & Connect is a dropout-prevention strategy designed to continually assess student engagement and progress. Each student is assigned a mentor who reviews his or her performance and intervenes when problems are identified.

This program has demonstrated positive effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school for high school students with learning, behavioral, or emotional disabilities.

U.S. Department of Education View Research Summary

Dropout Prevention

Written for educators, administrators, and policymakers, this guide focuses on recommendations for reducing high school dropout rates. Strategies include identifying and advocating for at-risk youth, implementing programs to
improve behavior and social skills, and keeping students engaged.

These practices have demonstrated minimal and moderate evidence of effectiveness on drop-out prevention in middle and high school (grades 6 through 12).

Dynarski, M.; Clarke, L.; Cobb, B.; Finn, J.; Rumberger, R.; & Smink, J. View Research Summary

Financial Incentives for Teen Parents To Stay in School

Studying financial incentives for teen parents that encourage enrollment, attendance, and completion, this intervention report looked at two studies which included 2,000 pregnant and parenting teens in Ohio and California.

This program has demonstrated potentially positive effects on staying in school, no discernible effects on progressing in school, and no discernible effects on completing school.

U.S. Department of Education View Research Summary

Helping Students Navigate the Path to College: What High Schools Can Do

Designed for high schools and school districts, this guide focuses on effective practices to help prepare students academically for college, assist them in completing the steps to college entry, and improve the likelihood of college enrollment. For more information on this topic, view the IRIS Module School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings.

These practices have demonstrated minimal and moderate evidence of effectiveness on college preparation and access to higher education for students in high school (grades 9 through 12).


High School Redirection

High School Redirection is an alternative high school program for youth at-risk for dropping out, especially students who are economically disadvantaged, have prior records of dropping out, are teen parents, have poor test scores, or who are overage for their grade. The program report emphasizes small schools with teacher/mentors with a focus on basic skills development.

This program was found to have mixed effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school among at-risk students in high school (grades 9 through 12).

U.S. Department of Education View Research Summary

Job Corps

Job Corps is a federally funded residential education and job-training program for economically disadvantaged youth. The program offers remedial education, GED preparation, vocational training, and job-placement assistance.

This program has demonstrated no discernible effects on progressing in school and potentially positive effects on completing school.

U.S. Department of Education View Research Summary

JOBSTART
JOBSTART is an alternative education and training program with four components: basic academic skills instruction, occupational skills training, transportation and childcare, and job-placement assistance.

This program has demonstrated potentially positive effects on completing school for disadvantaged youth who have dropped out in grades 10 through 12.

U.S. Department of Education View Research Summary

**National Guard Youth ChalleNGe Program**

The National Guard Youth ChalleNGe Program is a residential education and training program for students who have dropped out or been expelled from high school. During the 22-week residential period, students attend GED classes and participate in leadership, job skills, and service seminars.

This program has demonstrated potentially positive effects on completing school for at-risk students in grades 10 through 12.

U.S. Department of Education View Research Summary

**New Chance**

New Chance is a program for young mothers who have dropped out of school. The goals of the program are GED preparation and parenting/life skills education.

This program has demonstrated potentially positive effects on completing school for young mothers who are on welfare and have dropped out of high school in grades 9 through 12.

U.S. Department of Education View Research Summary

**Talent Development High Schools**

The Talent Development High Schools is a whole-school reform approach for schools facing challenges with attendance, discipline, and achievement. Small learning communities are the focus of the program’s structural and curriculum reforms.

This program has demonstrated potentially positive effects on progressing in school for students in high school (grades 9 through 12).

U.S. Department of Education View Research Summary

**Talent Development Middle Grades Program**

The Talent Development Middle Grades Program (TDMG) is a whole-school reform approach for schools facing challenges with attendance, discipline, and achievement. Small learning communities are the focus of the program’s structural and curriculum reforms.

This program has not yet been proven effective in drop-out prevention in middle school (grades 6 through 8).

U.S. Department of Education View Research Summary

**Talent Search**

This report summarizes the effectiveness of Talent Search, a program that aims to help low-income and first-
generation college students complete high school and gain access to college. Services include study skills, advising, career development, campus visits, and financial aid application assistance.

This program has demonstrated potentially positive effects on completing school for low-income and first-generation college students in grades 11 and 12.

U.S. Department of Education View Research Summary

**Twelve Together**

Twelve Together is a one-year peer support program that offers weekly after-school discussion groups facilitated by adults and built around student interests. The target group is students at high risk of academic failure and other lower risks.

This program has demonstrated potentially positive effects on staying in school and no discernible effects on progressing in school.

U.S. Department of Education View Research Summary