

Evidence of the Effectiveness from the Practice, Research, or Policy to be Presented (15 points) (use the following guidelines to address this criterion).

Category of Evidence (choose one): Practitioner Evidence; or Research from quantitative, qualitative, or mixed methods; or Policy

Membership of CEC are keenly aware that evidence-based practices are required to be used in special education with students with disabilities. While term *evidence-based* typically refers to results from experimental and single-subject studies with quantitative results demonstrating the effectiveness of an intervention, CEC is pursuing a broader conceptualization of the term *evidence of effectiveness* to include policy practices and practitioner sources of evidence. The submission should indicate the category of evidence within which the intervention/practice falls: (1) practitioner evidence; or (2) Research from Quantitative, Qualitative, or Mixed Methods studies; or (3) policy. Please explain how your submission meets the guidelines specified below.

(1) Practitioner Evidence: Describe each of the following types of practitioner evidence.

- A brief summary of the theory or published research that provides a basis for the principles upon which the intervention/practice was used in practice.
- Individual, classroom, or school data on student learning that suggests the effectiveness of the intervention/practice. Examples of practitioner evidence on student learning include, but are not limited to, curriculum-based measurement, rubric scores, course grades, criterion-referenced measures, and behavioral observations. Data are stronger if they include pre-/post-testing or baseline/intervention data than if information is collected only on a post-intervention basis. Data on multiple participants/students strengthens the evidence, but reports that include data on only one participant will be considered.
- Information on consumer feedback or data from other social validity measures on an intervention can include student ratings, parent/family evaluations, and employer surveys.

OR

(2) Research: Describe the design used to assess the efficacy of the intervention from Quantitative (randomized control trial, quasi-experimental study, single-subject design); Qualitative, or Mixed Methods approaches and describe the study using these sections:

- A brief summary of the research literature that served as a foundation for the study.
- Research questions.
- Research design consistent with quality indicators for this methodology, including description of participants, measures, intervention duration, etc.
- Results (If the study is incomplete, indicate when it will be completed.)
- Discussion points.

OR

(3) Policy: Describe the policy or legal basis for the issue:

- Policy papers that provide expert consensus on the nature of the issue.
- Research studies on the nature or extent of the problem (e.g., studies on disproportionality in special education, multicultural preparation of personnel).
- Persuasive argument that the issue has not received sufficient attention from researchers or practitioners and noting types of questions to be asked in future.
- Theoretical foundation for the session to stimulate new thinking about a topic (cite theory if currently described in the literature or rationale for considering modifications to existing theory).

Please Note: Proposals that promote commercially available products, services, or programs will not be accepted. The venue for commercially available products is an Exhibitor Showcase Session. Please visit www.ceconvention.org after April 30, 2017, for information on exhibitor showcase sessions. Thank you.