Aarons, Greg, 9–10, 155–6, 157–8, 159–60
Abecedarian Project, school readiness interventions and role of, 189
ability, science teaching practices, effect of, 98–9
ABRACADABRA reading intervention program development of, 285–6
effectiveness studies of, 287
efficacy studies of, 286–7
evidence-based evaluation of, 286–93
scalability and sustainability issues, 290–2
teachers’ use of technology in, 287–92
Abrami, P., 286–7
acceptability of comprehensive school reform, 175–6
of social-emotional interventions for young children, promotion of, 217–18
accessibility, of school readiness interventions, barriers to, 195–6
accountability, autism early intervention providers, 259–60
action plan, in Problem Analysis Framework, agreement on, 142–3
action research
benefits of, 407–8
brain research and foreign language teaching, 415
characteristics of, 405–8
classroom-based inquiry, 413–14
collaborative approach in, 417
critical reflection in, 406–7
defined, 403–4
dimensions of, 406
elements and phases of, 409–11
evolution of, 404–5
Implementation Science applications for, 11
metacognition and writing, 414–15
methodology, 408–11
peace education, 418–19
political orientation and social change, 417–19
program assessment and critical reflection through, 403–19
race and ethnicity issues in, 417–18
reading and writing improvement, 415–16
real-world context for, 411–12
rigor and ethics in, 408–9
self-awareness and identity in, 416–19
speaking and listening performance, 412–13
standards-based curriculum change and, 412–19
team approach to student teaching, 416–17
theory into practice in, 414–16
adaptation
Collaborative Coaching and Learning (CCL) model and role of, 384–5
innovation and, 21–2
social-emotional interventions for young children sustainability and role of, 222–3
adaptive leadership, characteristics of, 26–7
adherence
improvement of school psychology services and, 124–5
school readiness interventions, outcomes assessment linked to, 193–5
age, evidence-based practice attitudes scores and, 155–6
agency, student engagement in school reforms and, 361–9
alcohol use and abuse, leisure time management and, 319–23
alphabetic skills development, for learning-disabled English language learners, Lectura Proactiva Spanish intervention program, 303–4
Altman, D. G., 47
American Journal of Community Psychology, 233–4
analyses of covariance (ANCOVs)
experimental design, randomised controlled trials case study, 58–61
quasi-experimental design case study, 61–3
analyses of variance (ANOVAs), quasi-experimental design case study, 61–3
analytic phonics
ABRACADABRA reading intervention program, 286–7
debate concerning, 282–3
Anderson, Gary, 417–18
antecedent manipulations, autism and autism-spectrum disorders programs, 254–5
applied science
autism early interventions, positive behavior support approach, 245–51
school psychology as, 114–16
appropriate engagement intervention, autism and autism-spectrum disorders programs, 253–4
a priori standards
best evidence syntheses, 73
coding of research studies, 76–7, 81
Archways program, 449
Ask to think tel-why tool, cooperative and small-group learning and, 340
assessment protocols, EcoFit model, student academic and behavior problems, 268–70
Atlantic Philanthropies, 448–50
attendance, Family Resource Center (FRC), student academic and behavior problems and, 268–70
attitudes to innovation
evidence-based practice research and, 151–52
evidence-based review of science education and, 98–9
autism, defined, 247–8
autism early intervention providers
collaborative approach and contextual fit, 256–7
data analysis and interpretation, 259–60
dosage, intensity and engagement, 258–9
evidence-based practice attitudes scores and, 155–6
family focus in, 255–6
level 1 strategies, 251–3
level 2 strategies, 253–4
level 3 strategies, 254–5
longitudinal perspective on, 257–8
positive behavior support approach, 245–51
prevention and intervention strategies, 247–60
program implementation guidelines and recommendations, 255–60
autism spectrum disorder (ASD), defined, 247–8
Axford, Nick, 11–12
background information, in Problem Analysis Framework, 140
Bahr, M. W., 134–6
baseline characteristics, randomised controlled trial analysis, 47
Bedore, L. M., 299
Behavior Analysis and Modification-based social competency programs, 233
behaviors
child well being measurements, 425–6
Family Resource Center (FRC), student academic and behavior problems and, 268–70
leisure education programmes, evidence-based prevention interventions, risk behavior and, 315–16
as problem dimensions, in Problem Analysis Framework, 141
Bennett, Judith, 92–107
best evidence syntheses, 73
best research practices
development phase of interventions and, 39–40
Implementation Science, 69–70
bias
in experimental design, 56–7
randomised control trials, 41–4
Bierman, K., 212–14
Blase, Karen, 9
Bodilly, S., 18
Borntreger, C. F., 159–60
Boston Plan for Excellence, Collaborative Coaching and Learning model and, 376–9
Boud, D., 466–7
Boyle, J., 58–61
Boyle, James, 9
INDEX

- Bremner, W. G., 233
- Brennan, S., 24–5
- Brightbill, Charles K., 316–17
- Brighter Futures program (BCC), 449–50
- Brown Paper Performing Arts Project (BPPAP) (South Africa), 319–23
- bureaucratic organizational structure, evidence-based practice attitudes scores and, 157–8
- Bus, A. G., 278–80, 281–2
- Bustingorry, Sonia, 417
- buy-in, staff selection strategies and creation of, 25–4
- Bybee, D., 347–9
- Byrne, Maryann, 414
- Bywater, Tracey, 9, 37–51
- Caldwell, Linda, 10, 313–27
- Cambridge Institute of Education, 405
- Campbell, D. T., 64–5
- Campbell Collaboration, 93–4
- Campuzano, L., 284–5
- Career Lattice, South Dakota child care professional development standards and, 397–8
- Carey, A., 166–70
- Carson, Terry, 418–19
- Carter, M., 136–8
- cascade training model, Implementation Science applications for, 11
- Castellano, M., 18
- categories of differentiation, fidelity of implementation and, 347–9
- Caulfield, R., 395–400
- Cavelti, G., 18
- center-based intervention programs
- ABRACADABRA reading intervention effectiveness and, 287–92
- school readiness interventions and, 102
- Center for Elementary Mathematics and Science Education (CEMSE), 347–9
- Centre for Social Justice, 133–4
- Century, Jeanne, 215–17
- Challenge of Leisure, The (Brightbill), 316–17
- Chambliss, D. L., 7–8
- change
- in action research, 417–19
- contracting, entry and mapping of consultation regarding, 175–6
- EcoFit model, student academic and behavior problems, parental motivation for, 267–8
- educational policy, organizational consultation on, 165–81
- engagement in planning for, 176–8
- evidence-based practice attitude scores and, 151–52, 157–8
- executive problem solving frameworks for, 132–40
- professional leadership standards for, 171–2
- program management for, 179–81
- resource mobilization for, 178–9
- school psychology services challenge concerning, 111–28
- child care, evidence-based programs, 392–400
- Common Language Method, 443–54
- importance, benefits, and future implications, 393–4
- practical issues and research obstacles, 394–5
- professional development standardization, 395–400
- South Dakota case study, present need and economic impact, 393
- Child Development Associate (CDA), professional development standards for, 395–400
- Child Guidance Movement development of school psychology services and, 144–16
- medical perspective of school psychology and, 116–17
- Social Constructionist movement and, 117–19
- Childhood Development Initiative (CDI), 448
- child well being measurements cross-school comparisons, 427–30
disaggregated data, school-level distribution, 429–30
epidemiological research, 426–7
evidence-based programs, outcome data and, 423–39
impaired children, proportions across schools, 428–9
Implementation Science applications for, 11–12
individual child screening, 433–4
instruments for, 437–9
matching school readiness interventions with child characteristics, 193–5
non-cognitive development, 423–5
outcome changes over time, monitoring of, 436
outcome prioritization, data analysis for, 430–1
population distribution of well-being, 427–37
population identification, intervention targeting using, 431–2
prevention and early intervention using data from, 431–2
professional development standardization concerning, 395–400
child well being measurements (cont.)
  program impact evaluation, 415–7
  qualitative studies of child care programs, 393–4
  radical approaches using data from, 432–3
  school readiness interventions and assessment of, 185
  standardization of, 425–6
  strengths and difficulties questionnaire, 425–6
  Chronbach’s alpha analysis, evidence-based practice attitudes survey, 152–3
  classroom environment
  action research evaluations in, 413–14
  school readiness interventions and assessment of, 186–7
  social-emotional interventions for young children and role of, 212–14
  student engagement in school reforms and, 264–5
  clinical research trials, reading interventions, evidence-based programs, 277–84
  clinical significant change, number-needed-to-treat (NNT) analysis and, 48–9
  Clow, P., 74
  cluster randomised controlled trials, outcome evaluation using, 46–50
  coaching skills development
  Collaborative Coaching and Learning (CCL) model, 385–7
  as competency driver, 24–5
  Implementation Science applications for, 11
  instructional practices, improvement of, 373–87
  rationale for, 374–6
  social-emotional interventions for young children and, 219–21
  Cochrane, A., 285
  Cochrane, Archibald, 93
  Cochrane Collaboration
  medical research and, 93
  systematic reviews by, 40
  Cochrane-Smith, M., 407–8, 403–4
  coding applications in research
  effect sizes, 77, 81–2
  research synthesis and, 76–7, 81
  students’ discourse during cooperative and small-group learning, 341
  systematic reviews of science teaching and, 101–3
  teachers’ discourse during cooperative and small-group learning, 335, 341
  cognition
  narrative synthesis and, 72–3
  school readiness interventions and assessment of, 185
  cognitive-behavioral practitioners
  evidence-based practice attitudes scores and, 155–6
  social competency programs and, 234
  Cognitive Tools and Intellectual Roles approach, cooperative and small-group learning and, 341
  Cohen, J., 47–8
  Cohen’s d effect size, coding of, 77, 81–2
  collaborative approach
  ABRAcADABRA reading intervention effectiveness and, 287–92
  action research, 417
  autism early intervention and, 256–7
  Collaborative Coaching and Learning model and, 379–85
  Common Language Method, 450–4
  cooperative learning in classrooms and, 331–44
  student engagement in school reforms and, 360–9
  Collaborative Coaching and Learning (CCL) model
  adaptations to, 384–5
  coaches’ knowledge and skills development, 380–2
  development of, 376–9
  district support for, 383–4
  high-functioning components of, 387–8
  implementation of, 379–85
  implications of, 385–7
  instructional improvement and, 373–4
  principal’s leadership role in, 379–80, 389n.25, 390n.32
  school organization and size and, 383
  teachers’ attitudes, knowledge and skills in, 382–3
  Collaborative for Academic, Social and Emotional Learning (CASEL), social competency programs, 235–6, 239–45
  collaborative problem-solving
  executive problem solving framework for teacher development and, 138–40
  teachers’ expectations concerning, 135–6
  Collaborative Strategic Reading (CSR) tools, cooperative and small-group learning and, 340
  Comaskey, E. M., 286–7
  Common Language Method
  applications, 448–50
  future applications, 450–4
  future research issues, 454
  Implementation Science applications for, 11–12
  operating system components, 444–8
INDEX

overview of, 443–54
research background, 443–4
results-based accountability in, 450–4
communication skills
autism and autism-spectrum disorders programs, 251–3
program management for change initiatives and, 179–81
randomised controlled trials information dissemination, 50
in social competency programs, 237–8
social-emotional interventions for young children and role of, 218
student engagement in school policies and role of, 366–7
teachers’ discourse during cooperative and small-group learning, 339–43
teams for program implementation and, 27–8
Communities that Care program, 450–1
community-based initiatives
Common Language Method operating system and, 444–50
leisure education programmes, evidence-based prevention interventions, 313–27
Competency Drivers
coaching and consultation driver, 24–5
defined, 22
Exploration and Adoption Stage and integration of, 18
full implementation procedures and, 20–1
in Implementation Science, 15
in installation stage, 18–19
staff selection, 23–4
staff training, 24
complex interventions
development phase, importance of, 39–40
development work, evaluation of, 40–1
dissemination of information from, 50
evaluation design, 41–4
evaluation of, 38
evaluation process model for, 39
measurement decisions, 44–5
outcome analysis, 45–50
process outcome analysis, 45–6
randomisation ratios in evaluation of, 44
sample and staff identification, 40
sample size in evaluation of, 44
compliance review, evidence-based practice attitudes and implementation and, 151–52
comprehension analysis
for learning-disabled English language learners, proactive reading and, 303
reading intervention evaluation, 280–1
comprehensiveness assessment, autism and autism-spectrum disorders programs, 251–3, 258–9
comprehensive school reform (CSR), organization consultation regarding, 170–81
Compton, D., 280–1
conceptualization/formulation integration
Common Language Method operating system and, 444–8
fidelity of implementation (FOI) measurements, 347–9
in Problem Analysis Framework, 141–2
teacher-practitioners case study, 143–5
conduct problems, child well being measurements, 425–6
confidence interval, effect size coding, 77, 81–2
confirmatory factor analysis
content validity in EBPAS and, 154
cross-validation of EBPAS, 153–4
evidence-based practice attitudes survey, 152–3
CONSORT (CONsolidated Standards of Reporting Trials) Group
ABRACADABRA reading intervention program and, 286–93
randomised controlled trials information dissemination, 50, 277–84
Constructionist Model of Informed and Reasoned Action (COMOIRA), school psychology research, 120–1, 128n.2
constructs
fidelity of implementation (FOI) measurements, 349–52
as problem dimensions, in Problem Analysis Framework, 141
consultation systems
change program management and, 179–81
as competency driver, 24–5
comprehensive school reform assessment and role of, 170–81
contracting, entry and mapping in school reform and, 175–6
essential skills table, 167–71
organization consultation regarding school reform, 165–81
planning engagement in school reform proposals and, 176–8
resource mobilization for change and, 178–9
resource mobilization for change and role of, 178–9
content validity, evaluation of evidence-based practice attitudes score, 154
context-based assessment. See also real-world contexts
action research, 409–11
autism early interventions, positive behavior support approach, 248–51, 256–7
context-based assessment (cont.)
future research issues in, 463

science teaching practices, systematic reviews of, 95–105
student academic and behavior problems, family-centered, school-based intervention, 265–67
contingency management, autism early interventions, positive behavior support approach, 248–51
contracting, comprehensive school reform and role of, 175–6
controlled vocabulary, electronic reference databases, 76, 80
Cooper, H., 71–2
cooperative learning
effective small-group discourse and, 334–5
promotion strategies for, 333–44
teachers’ discourse during, studies of, 335–43
theoretical and practical implications in research on, 343–4
Corey, Steven, 404–5

cost-effectiveness
intervention assessment, 40
school readiness interventions implementation in real-world settings and, 192–3
Counseling and Therapeutics-based social competency programs, 233
credibility enhancement
action research, 408–9
student engagement in school policies fostered by, 367–8
critical components of programs, fidelity of implementation and, 347–9
critical realism, school psychology services and, 119–22
critical reflection, action research and, 406–7, 418–19
cross-validation studies, evidence-based practice attitudes survey, 153–4
CTOPP measurements, English interventions for learning-disabled ELL students, evaluation using, 305–6
curriculum development
action research and, 412–19
HealthWise South Africa: Life Skills for Young Adults study, 319–23
literacy programs and focus on, 292, 293n.1–294
social-emotional interventions for young children and role of, 215–17

Dane, A. V., 6–7, 347–9
Daniels, Ann Michelle, 11
data analysis and interpretation
action research, 408–11
autism and autism-spectrum disorders programs, 259–60
child well-being measurements, disaggregated data, 429–30
child well-being measurements, intervention targeting using, 431–2
child well-being measurements, outcome improvement priorities, 430–1
child well-being measurements, prevention and early intervention shifts using, 432
Common Language Method, 450–4
decision support data systems, 25–6
individual child screening, 433–4
in Problem Analysis Framework, 141
radical approaches, child well being measurements as basis for, 432–3
researchers’ patterns of collection and, 103–5
research syntheses and, 77–8, 82–5
teachers’ views on, 136–8
teams for program implementation and, 27–8

Datnow, A., 18
Davies, P., 71–2
Deautel, L., 286–7
decision-making skills
autism early intervention providers, 259–60
executive problem solving frameworks, teacher development and, 158–60
school capacity and teacher skills development programs and, 134–6
social competency programs, 257–8
social-emotional interventions for young children and role of, 218
student engagement in school reforms and, 563
decision support data systems, as organizational driver, 25–6
Deering, P., 332
De Jong, M. T., 281–2
delivery of services, quality assessment, social-emotional interventions for young children implementation and, 215–17
Denscombe, M., 400–11
Department for Education and Skills (DfES) (U.K.), 133–4
problem-solving/decision-making skills development program, 134–6
depression, research on prevention of, 7–8
descriptive syntheses, 13
design experiments, science teaching practices, context-based assessment, 103–5
developmental-ecological model, EcoFit model, student academic and behavior problems, 267–8
<table>
<thead>
<tr>
<th>Index</th>
<th>471</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and Well-Being Assessment (DAWBA), individual child screenings, 433–4</td>
<td>early childhood intervention, autism early intervention providers, positive behavior support, 250–1</td>
</tr>
<tr>
<td>development work, complex interventions, evaluation of, 40–1</td>
<td>Early Head Start program, school readiness interventions and role of, 188–9</td>
</tr>
<tr>
<td>Dewey, John, 316–17, 404–5, 406–7</td>
<td>EBPAS. See Evidence Based Practice Attitude Scale</td>
</tr>
<tr>
<td>dialoguing strategy cooperative learning in classrooms and, 333–44</td>
<td>EcoFit model dissemination of, 272–3</td>
</tr>
<tr>
<td>social-emotional interventions for young children and, 212–14</td>
<td>effectiveness of, 271–2</td>
</tr>
<tr>
<td>teacher dialogue on professional development and, 416</td>
<td>implementation and application issues, 273–4</td>
</tr>
<tr>
<td>Direct Instructional Model, proactive reading programs, 301–2</td>
<td>student academic and behavior problems, family-centered, school-based intervention, 267–8</td>
</tr>
<tr>
<td>Disadvantaged Children and Youth Program (DCYP), 448–50</td>
<td>Ecofit Program, research on, 10</td>
</tr>
<tr>
<td>Discrete Trial Instruction, autism and autism-spectrum disorders programs, 258–9</td>
<td>ecological theory EcoFit model, student academic and behavior problems, 267–8</td>
</tr>
<tr>
<td>distributed learning techniques, reading intervention scalability and sustainability and, 290–1</td>
<td>social psychology services and, 117–19</td>
</tr>
<tr>
<td>Domitrov, Celene, 10</td>
<td>economic impact, child care programs, South Dakota case study, 393</td>
</tr>
<tr>
<td>Domitrovich, Celene E., 325</td>
<td>Edison schools, Rand evaluation of, 19–20</td>
</tr>
<tr>
<td>Donaldson, Morgaen, 11, 373–87</td>
<td>Educating for Leisure-Centered Living (Brightbill), 316–17</td>
</tr>
<tr>
<td>Donovan, T., 166–70</td>
<td>educational attainment and leisure education programmes, 314–15</td>
</tr>
<tr>
<td>Dorb, C. J., 47</td>
<td>practice-based research syntheses, 74</td>
</tr>
<tr>
<td>dosage measurements autism early intervention providers, 258–9</td>
<td>educational policy and programs. See also specific issues, e.g. school readiness interventions</td>
</tr>
<tr>
<td>social competency program effectiveness, 234–36</td>
<td>ABRACADABRA reading intervention, scalability and sustainability issues and, 290–2</td>
</tr>
<tr>
<td>social-emotional interventions for young children, 221</td>
<td>action research and, 403–19</td>
</tr>
<tr>
<td>social-emotional interventions for young children implementation, 215–17</td>
<td>barriers to effectiveness in, 5–6</td>
</tr>
<tr>
<td>Duffy, F. M., 167–70, 179–81</td>
<td>change-focused consultation and organizational consultation, 165–81</td>
</tr>
<tr>
<td>DuFour, R., 138–40</td>
<td>child well-being measurements, 423–39</td>
</tr>
<tr>
<td>Dunlap, Glen, 10, 255–6</td>
<td>Collaborative Coaching and Learning (CCL) model, 385–7</td>
</tr>
<tr>
<td>Dunst, Carl, 9, 78</td>
<td>comprehensive school reform, organization consultation regarding, 170–81</td>
</tr>
<tr>
<td>DuPree, E. P., 73</td>
<td>contracting, entry, and mapping in reform initiatives for, 175–6</td>
</tr>
<tr>
<td>Durlack, J. A., 423–5</td>
<td>cooperative learning promotion and, 333–44</td>
</tr>
<tr>
<td>Durlak, J. A., 73, 7–8, 78</td>
<td>engagement in reform planning and, 176–8</td>
</tr>
<tr>
<td>Dusenbury, L., 325</td>
<td>evidence-based practice attitudes scores and related findings and, 155–6</td>
</tr>
<tr>
<td>Dwyer, D. C., 287–92</td>
<td>evidence-based research on, 92–5</td>
</tr>
<tr>
<td>Dymnicki, A. B., 423–5</td>
<td>executive problem solving frameworks for change in, 132–46</td>
</tr>
<tr>
<td>Dynarsky, M., 284–5</td>
<td>fidelity of implementation (FOI) measurements, 333–4</td>
</tr>
<tr>
<td>Eaker, R., 138–40</td>
<td>Early Childhood Enrichment (ECE) programs, South Dakota child care professional development standards and, 398–9</td>
</tr>
</tbody>
</table>
INDEX

educational policy and programs (cont.)
future research issues in, 463
initial implementation stage for innovations in, 19–20
instructional practices, improvement of, 373–87
leisure education programmes, evidence-based prevention interventions, 315–27
organizational characteristics in, 167–70
reading interventions and collaboration with, 277–84
research to policy to practice paradox in, 133–4
school readiness interventions, 184–98
scientific paradigm and, 5
social competency programs, 230–45
staff selection process for, 23–4
student engagement in school reform proposals, 360–9
systematic reviews of, 94
educational psychology. See school psychology services
educative critical components, social-emotional interventions for young children and role of, 215–17
Effectiveness and efficiency: random reflection on the health services (Cochrane), 93
effectiveness studies
ABRACADABRA reading intervention program, 287
EcoFit model, student academic and behavior interventions, 271–2
effect size, 47–5
Implementation Science and, 70–1
of intervention outcomes, 46–50
of intervention protocols, 7
number-needed-to-treat analysis, 48–9
organizational consultation, 166–70
problem formation in, 76, 80
of process outcomes, 45–6
programme evaluations using, 37
research synthesis concerning, 71–2
school psychology services, 145–16
social competency programs, 233–6
social-emotional interventions for young children, 209–11, 217
technology integration in reading programs, 285
Effective Practice Schools, Collaborative Coaching and Learning (CCL) model and, 370–9, 389n.13
effect size
coding of, 77, 81–2
disaggregation, 75
experimental design case study, 58–61
meta-analytic syntheses, 73–4
randomised controlled trial analysis, 47–8
reading intervention analysis, 278–80
in science teaching, systematic review of, 97–8
technology integration in reading programs, evaluation of, 284–93
efficacy studies
ABRACADABRA reading intervention program, 286–7
of English interventions for learning-disabled ELL students, 305–6
Implementation Science, 70–1
problem formation, 76, 80
research synthesis, 71–2
of Spanish interventions for learning-disabled ELL students, 308–9
technology integration in reading intervention, 284–93
TimeWise: Taking Charge of Leisure Time program, 317–19
efficiency studies
Implementation Science and, 70–1
problem formation in, 76, 80
syntheses in, 71–2
electronic reference databases, relevant study identification, 76, 80
Elias, M., 18
Elleman, A. M., 280–1
Elliott, John, 405
Elmore, R. F., 167–70
emotion modeling
child well being measurements and, 423–5
social-emotional interventions for young children and characteristics of, 211–14
emotion supports, social-emotional interventions for young children and, 211–14
empathy, in social competency programs, 237–8
English as Additional Language/English language learners (ELLs)
ABRACADABRA reading intervention program and, 286–7
action research concerning, 412–13
reading intervention effect on, 281
summary of research and practice in reading interventions for, 306–9
English supplemental intervention
efficacy and follow-up studies of, for learning-disabled ELL students, 305–6
learning-disabled English language learners, 290–304
research methodology in studies of, 304–5

© in this web service Cambridge University Press
www.cambridge.org
Evidence Based Practice Attitude Scale (EPAS), 9–10

Provider characteristics, 155–6

Scores and related findings, 155–9

Scores over time, 158–9

Service delivery, 158

evidence-based programmes

ABRACADABRA reading intervention program, 286–93

Active/knowledgeable surveyors for, 15

Adaptation and innovation in, 21–2

Adequate resource and preparation for, 8

Child care, quality evaluation of, 392–400

Child well-being measurements and, 423–39

Common Language Method, 443–54

Competency Drivers in, 22–5

Comprehensive school reform, 170–81

Core components for, 14

In educational research, 92–5

Exploration and Adoption Stage for, 18

Facilitative administration of, 26

Full implementation of, 20–1

Future research issues, 464–4

Implementation Science and, 4

Initial implementation stage of, 19–20

Innovation, implementation and outcomes for, 13

Installation stage of implementation and, 18–19

Leadership Drivers in, 26–7

Leisure education during school, prevention interventions and, 313–27

Measurable effectiveness of, 6–7

In medicine, 93

Organization Drivers in, 25–6

Reading interventions, 277–93

School psychology services, 111–28, 128n.3

In school psychology services, 120

School readiness interventions, 187–8

Science teaching practices, 92–107

Scientific paradigms and, 4–5

Social-emotional interventions for young children, 207–23

Staffing, organization and policy issues in, 10–12

Implementation Science applications for, 25

Staff performance assessment/fidelity in, 25

Staff selection process for, 23–4

Staff training in, 24

Sustainability of, 21

Systems intervention in, 26

Evidence for Policy and Practice Initiative Centre (EPPI-Centre)

educational research model, 93–4

Researchers’ data collection patterns, 103–5

Science teaching assessment and, 101–6

Systematic reviews of science teaching, 94–5, 101–3

Evidence for Policy and Practice Initiative Centre (EPPI-Centre)

evidence-based programmes

ABRACADABRA reading intervention program, 286–93

Active/knowledgeable surveyors for, 15

Adaptation and innovation in, 21–2

Adequate resource and preparation for, 8

Child care, quality evaluation of, 392–400

Child well-being measurements and, 423–39

Common Language Method, 443–54

Competency Drivers in, 22–5

Comprehensive school reform, 170–81

Core components for, 14

In educational research, 92–5

Exploration and Adoption Stage for, 18

Facilitative administration of, 26

Full implementation of, 20–1

Future research issues, 464–4

Implementation Science and, 4

Initial implementation stage of, 19–20

Innovation, implementation and outcomes for, 13

Installation stage of implementation and, 18–19

Leadership Drivers in, 26–7

Leisure education during school, prevention interventions and, 313–27

Measurable effectiveness of, 6–7

In medicine, 93

Organization Drivers in, 25–6

Reading interventions, 277–93

School psychology services, 111–28, 128n.3

In school psychology services, 120

School readiness interventions, 187–8

Science teaching practices, 92–107

Scientific paradigms and, 4–5

Social-emotional interventions for young children, 207–23

Staffing, organization and policy issues in, 10–12

Implementation Science applications for, 25

Staff performance assessment/fidelity in, 25

Staff selection process for, 23–4

Staff training in, 24

Sustainability of, 21

Systems intervention in, 26

Evidence for Policy and Practice Initiative Centre (EPPI-Centre)

educational research model, 93–4

Researchers’ data collection patterns, 103–5

Science teaching assessment and, 101–6

Systematic reviews of science teaching, 94–5, 101–3

Evidence for Policy and Practice Initiative Centre (EPPI-Centre)

Entry into school organizations of, 175–6

Environmental conditions

Autism and autism-spectrum disorders

Programs, 251–3

Leisure education programmes, and impact of, 325–6

Student engagement in school policies fostered by, 368

Epidemiology

Child well-being measurements, 426–7

Common Language Method operating system, 444–8

Epistemology

High impact psychological services development and, 120–1

Implementation Science paradigms in school psychology and, 119–20, 464–4

Scientific rationale, implementation and practitioner roles in school psychology and, 121–2

Ethical and legal issues

Action research, 408–9, 418–19

School psychology services, 111–28

Uncertainty and, 114–16

Ethnicity

In action research, 417–18

Evidence-based practice attitudes scores and related findings, 155–6

Social competency programs effectiveness and role of, 234–5

Eubanks, J. L., 166

Evaluation and the Health Professions, 323–4

evaluation of programme integration, 37–51

Autism and autism-spectrum disorders programs, 254–5

defined, 37

design for, 41–4

evaluation process model, complex interventions, 39

Evidence Based Practice Attitude Scale (EPAS), 9–10

Applications in U.S. and internationally, 154–5

Attitudes and implementation, 153–2

Basic principles of, 152

Comprehensive review of, 150–61

Cross-validation of, 153–4

Development of, 152–4

EPAS-50 variation, development of, 159–60

Future research directions, 160–1

Initial validation and factor structure, 152–3

Literature search strategy, 154–5

Modification and expansion, 159–60

National validation and norms for, 154

Organizational characteristics, 157–8

Evidence Based Practice Attitude Scale (EPAS), 9–10

Applications in U.S. and internationally, 154–5

Attitudes and implementation, 153–2

Basic principles of, 152

Comprehensive review of, 150–61

Cross-validation of, 153–4

Development of, 152–4

EPAS-50 variation, development of, 159–60

Future research directions, 160–1

Initial validation and factor structure, 152–3

Literature search strategy, 154–5

Modification and expansion, 159–60

National validation and norms for, 154

Organizational characteristics, 157–8

Evidence for Policy and Practice Initiative Centre (EPPI-Centre)
executive problem solving frameworks
educational program change and, 132–46
quality of teacher problem-solving and
decision-making and, 138–40
teachers’ professional development using,
136–8
expectations, in Problem Analysis Framework,
140
experimental design
external validity and generalisability of
findings, 57–8
randomisation and bias in, 56–7
randomised controlled trials case study, 58–61
reading interventions, evidence-based
programs, 277–84
real-world context for, 54
science teaching practices, systematic reviews
of, 101–3
small-n design, 57–8, 63–4
ture experiments vs. quasi-experiments, 55–7
expert models, autism early intervention
programs, 256–7
Exploration and Adoption Stage, program
implementation, 18
exploratory factor analysis (EFA), evidence-based
practice attitudes survey, 152–3
exposure, improvement of school psychology
services and, 124–5
external validity, experimental design, 57–8
facilitative administration
fidelity of implementation (FOI) measurements, 356–60
as organizational driver, 26
factor analysis, evidence-based practice attitudes
survey, 152–3
family adaptation and coping interventions,
student academic and behavior problems, 270–1
Family Check-Up (FCU)
engagement and effectiveness assessment, 271–2
student academic and behavior problems,
family-centered, school-based
intervention, 265–67, 270
family interactions
autism and autism-spectrum disorders
programs, focus on, 255–6
EcoFit model, student academic and
behavior problems, 267–8
home-based parenting programs and, 190–2
school readiness interventions and
assessment of, 186
student academic and behavior problems,
family-centered, school-based
intervention, 264–74
Family Resource Center (FRC), student
academic and behavior problems, family-centered, school-based intervention,
268–70
feedback, in Problem Analysis Framework, 142–3
Fenimore-Smith, J. Kay, 416–17
Fidelity of Implementation framework, practical
applications for, 11
fidelity of implementation (FOI) measurements
assessment of, 346–7
autism and autism-spectrum disorders
programs, 258–9
comprehensive school reform assessment, 170–81
cost conceptual framework for, 347–9
descriptive synthesises and, 73
district administrator case study, 356–7
full implementation procedures and, 20–1
future research issues, 260
improvement of school psychology services
and, 122–5
instrument and item construct matrices, 349–52
instrument applications and issues, 354–6
leisure education programs, 323–6
prior to adaptation and innovation,
importance of, 21–2
school principals case study, 357
science teaching and, 357–8
social-emotional interventions for young
children, 215–17, 221
staff performance assessment, 25
teachers and, 358–60
use case studies, 356–60
use scenarios, 352–3
Fielding, M., 292
financial sustainability, of evidence-based
programs, 21
Fisher, D., 10–20
Fixsen, L., 68–9
flexible decoding tasks, learning-disabled English
language learners, 302–3
follow-up studies
of English interventions for learning-disabled
ELL students, 305–6
of Spanish interventions for learning-disabled
ELL students, 306–9
Ford, Tamsin, 11–12, 423–39
Fox, Lisa, 13, 156–8
framework development
fidelity of implementation and, 347–9
school psychology services, 120–1
Frederickson, N., 138–40
Fullan, M., 132–3, 167–70
full implementation procedures, evidence-based
programmes, 20–1
INDEX

functional assessment, autism and autism-spectrum disorders programs, 254–5
funding issues, evidence-based practice attitudes and implementation and, 151–52
gender
evidence-based practice attitudes scores and related findings, 151–6
science teaching practices, effect of, 98–9
generalizability, in action research, 408–9
Gergen, K. J., 117–19
Gilham, B., 7–8, 117–19
Gill, B., 135–6
Gillies, Robyn, 11, 334–43
Gioia, D., 135–9
Goldenberg, C., 269–304
Goldstone, Lara, 412–13
“goodness-of-fit” assessment, of comprehensive school reform, 171–6
grapheme-to-phoneme (GPC) rules
reading interventions and role of, 278–80
synthetic phonics, 282–3
Gray, P., 158
Green, Amy, 9–10
Greenberg, Mark T., 7–8
Gregory, A., 143
Growing Interventions For Scale-up (GIFS)
model, complex interventions, 39
Guba, G., 408–9
Haertel, G., 167–70
Halle, T., 395–400
Handbook of Implementation Science for Psychology in Education, 8
Harader, Violet, 11
Hargreaves, David, 92–5
Haynes, M., 339–43
Head Start program, school readiness interventions and role of, 188–9
health and development, leisure education programmes, evidence-based prevention interventions, 315
Health and Development Outcomes of Children in the Community (HDOC), Common Language Method operating system and, 444–8
health maintenance framework, EcoFit model, student academic and behavior problems, 267–8
HealthWise South Africa: Life Skills for Young Adults
evaluation of, 310–23
implementation issues and future research, 323–6
Hedges, V., 71–2
Heifitz, R. A., 26–7
Hemmeter, M. L., 136–8
Her Majesty’s Inspectorate in Education (HMIE), school psychology development and, 114–16
Herr, Kathryn, 417–18
Herrenkhol, L., 431
Hertz-Lazarowitz, R., 334–43
Hierarchical Linear Modelling (HLM) techniques, ABRACADABRA reading intervention program effectiveness evaluation using, 287
Hipps, G., 287–9
history instruction, action research concerning, 444
Hobbs, Tim, 11–12, 433–39
Hoffman, M., 212–14
holistic perspectives, school psychology services and education, 251–52
Hollan, S. D., 7–8
Holmes, E. A., 333
Holten, M. C., 347–9
home-based parenting programs, school readiness interventions and, 190–2
home-school link, student academic and behavior problems, family-centered, school-based intervention, 265–67
Horace Mann-Lincoln Institute, 404–5
Horner, R. H., 18
Humanity Interaction Team (HIT), 417–18
ICT programs, reading intervention and, evaluation of, 284–93
identity, action research and role of, 416–19
if-so-then-what propositions, in Problem Analysis Framework, 140–1
Illback, Robert, 9–10, 165–81
implementation procedures
action research, 409–11
autism and autism-spectrum disorders programs, 254–60
Collaborative Coaching and Learning (CCL) model, 379–85
Common Language Method, 443–54
leisure education programmes, evidence-based prevention interventions, 323–6
in Problem Analysis Framework, 142–3
in school psychology services, 121–2
social competency programs, 240
social-emotional interventions for young children, 214–23
student engagement in school reforms, quality of, 363–4, 399
sustainability of programs and, 21
TimeWise: Taking Charge of Leisure Time program, 317–19

© in this web service Cambridge University Press

www.cambridge.org
INDEX

implementation quality, principles of, 5–6
Implementation Science
action frameworks for, 17
defined, 3–4
drivers of implementation, 15, 18, 22–7
epistemology and, 119–20
evidence-based implementation, emergence of, 6–7
Exploration and Adoption Stage in, 18
frameworks and methodology for, 9–10
future research issues for, 7–8, 40–4
improvement process and, 16–17
interdisciplinary approach to, 8–9
knowledge base for, 14
meta-analysis of, 68–86
practice-based research, meta-analysis of, 69–70, 73–9
prerequisites for application of, 14–15
reading interventions, evidence-based programs, 277–84
research studies of, 70–1
research syntheses for, 71
school psychology services and, 28–9, 113–14
122–5
shared paradigms and perspectives in school psychology, 119–20
social psychology services and, 117–19
specific programmes and interventions, application in, 10
staffing, organization and policy issues in evidence-base programmes and, 10–12
stages of implementation, 15, 17–20
statistical problems, approaches and solutions to, 9
synthesis of intervention practices with, 71
team building for, 16, 27–8
Implementation Science (journal), 119–20
improvement procedures, Implementation Science and, 16–17
Incidental Teaching, autism and autism-spectrum disorders programs, 258–9
Incredible Years Dinosaur School
school readiness interventions and role of, 189–90
social-emotional interventions for young children and, 212–14
Incredible Years Parent Programme, evaluation of, 41–4
individualized assessment and interventions, autism and autism-spectrum disorders programs, 250–1, 254–5, 258–9
individualized education plans (IEPs), home-school link, student academic and behavior problems, family-centered, school-based intervention, 265–67
individual randomised controlled trials, outcome evaluation using, 46–50
Individuals with Disabilities Education Improvement Act (IDEIA), learning-disabled English language learners, interventions based on, 299–304
inductive discipline, social-emotional interventions for young children and, 212–14
informal learning, leisure education programmes, evidence-based prevention interventions, 313–27
informed consent, in action research, 408–9
Initial Guiding Hypotheses
in Problem Analysis Framework, 140–1
teacher-practitioners case study, 143–5
innovative educational programs
adaptations and, 21–2
evidence-based practice attitudes and implementation and, 151–52
implementation and outcomes research on, 13
Installation Stage of program implementation, 18–19
Instructional Leadership Teams (ILTs), Collaborative Coaching and Learning (CCL) model and, 376–7, 389n.19
instructional practices
coaching for improvement in, 373–87
Collaborative Coaching and Learning model for, 385–7
fidelity of implementation and, 347–9
Implementation Science applications for improvement in, 11
learning-disabled English language learners, language and reading interventions, 299–304, 308–9
rationale for coaching in, 374–6
social-emotional interventions for young children and role of, 211–14, 215–17
instrument-construct matrices, fidelity of implementation (FOI) measurements, 349–52, 354–6
integrating statement
in Problem Analysis Framework, 141–2
social-emotional interventions for young children, integration with existing programs, 219
integration of implementation drivers, importance of, 22–7
improvement of school psychology services and, 122–5
in Problem Analysis Framework, integrating hypotheses, 141–2, 143–5
intelligence assessments, school readiness interventions and, 185–6
INDEX

Intensifying Support Program, 133–4
intensity measurements, autism early
intervention providers, 258–9
intention-to-treat (ITT) analysis, randomised
controlled trial outcomes, 47
Interactive Factors Framework
diagram, in Problem Analysis
Framework, 142
problem mapping using, 140–1
Interactive Systems Framework for Dissemination
and Implementation, 324
intermediary organizations, student
engagement in school policies
and role of, 365–7
International School Psychology Association
(ISPA), 111–13
International School Psychology Survey (ISPS),
111–13
interventions
active/knowledgeable surveyors for, 15
adaptation and innovation in, 21–2
autism and autism-spectrum disorders
programs, 247–60
autism early interventions, positive behavior
support approach, 247–60
child well being measurements, population
targeting using, 431–2
complexity, evaluation of, 38
core components for, 14
development phase, importance of,
39–40
development work, evaluation of, 40–1
dissemination of information from, 50
evaluation design, 41–4
evaluation of, 37–51
evaluation process model for, 39
evidence-based programmes, scientific
paradigms and, 4–5
identification of, 40
implementation quality of, 5–6
implementation research and, 71
Implementation Science and, 3–4, 462
initial implementation stage for,
19–20
learning-disabled English language learners,
language and reading interventions, 306–9
leisure education programmes,
evidence-based prevention interventions,
313–27
measurement decisions, 44–5
outcome analysis, 45–50
peer-mediated interventions, 234
in Problem Analysis Framework, 142–3
process outcome analysis, 45–6
programme integrity in, 6–7
quasi-experimental design case study, 61–3
randomisation and bias in, 56–7
randomisation ratios in evaluation of, 44
reading interventions, evidence-based
programmes, 277–93
sample and staff identification, 40
sample size in evaluation of, 44
school psychology services role in,
113–14, 120
for school readiness, 184–98
school readiness interventions, 184–98
social-emotional interventions for young
children, evidence-based programs, 207–23
solution identification, 40
student academic and behavior problems,
family-centered, school-based
intervention, 264–74
synthesis of implementation with, 71
systems intervention, 26
ture vs. quasi-experiments, 55–7
interviews
organizational consultation, change
focus in educational settings and use of,
167–70
systematic review of science teaching
practices using, 96–7
job performance
evidence-based practice attitudes scores and,
155–6
social-emotional interventions for young
children monitoring and, 221
Johnson, D., 334–5
Johnson, R., 334–5
Joyce, B., 19–20, 24–5
just-in-time support procedures,
ABRACADABRA reading intervention,
teacher competency training and, 289
Kelly, Barbara, 9–10, 69–70, 111–28
Kemmis, S., 405–8
Keough, R., 406–7
Kerr, N., 202
Kidscreen-52 method, outcome prioritization,
child well being measurements, 430–1
Klingner, J., 391–2
knowledge-practice gap
action research and, 411–12
Collaborative Coaching and Learning (CCL)
model, coaches knowledge and skills
development, 380–2
Common Language Method, 454
evidence-based practice research and, 151–52
Koller, Emmerich, 415
Kotter, J. P., 176–9
Kovaleski, J. F., 134–6
Kraft, Nancy, 416
Kuhn, M. R., 281

language development. See also English as
  Additional Language/English language
  learners (ELLs)
  action research concerning, 412–13
  autism and autism-spectrum disorders
  programs, 253–4
  brain research and foreign language teaching,
  action research concerning, 415
  for learning-disabled English language
  learners, language support programs, 303
  reading interventions and variations in, 278–80
  school readiness interventions and
  assessment of, 186
leadership behaviors
  change management, professional leadership
  standards for, 171–2
  engagement in change planning and, 176–8
  evidence-based practice attitudes scores and,
  157–8
  organizational consultation on educational
  change and, 167–70
  student engagement in school reforms and,
  301–9
Leadership Drivers
  classification of, 26–7
  defined, 22
  Exploration and Adoption Stage and
  integration of, 18
  in Implementation Science, 15
  in installation stage, 18–19
  learning-disabled English language learners
  elementary grade (1–5) language and reading
  interventions, 299–304
  identification of, 299
  key instruction components for, 308–9
  practice and future research
  recommendations and implications, 309–10
  proactive reading programs for, 301–2
  Response-to-Intervention (RtI) model and, 299
  statistics concerning, 298–9
  summary of reading interventions for, 306–9
  word recognition tasks for, 302–3
  learning processes
  organizational consultation regarding, 167–70
  in social competency programs, 237–8
  Lectura Proactiva Spanish intervention
  program
  efficacy and follow-up studies of, 306–9
  for learning-disabled English language
  learners, 303–4
lecture-based instruction, vote counting
  research synthesis of, 73
leisure education programmes
  definitions and terminology, 316
  educational attainment and, 314–15
  evidence-based prevention interventions and,
  315–27
  health and development and, 315
  history of, 316–17
  implementation quality issues and future
  research on, 323–6
  Implementation Science applications in, 10
  risk behavior and prevention, 315–16
  TimeWise: Taking Charge of Leisure Time
  program, 317–19
Lemmi, P., 407–8
letter-sound knowledge teaching
  for learning-disabled English language
  learners, 302
  reading intervention analysis and, 278–80
Lewin, Kurt, 404–5
Liebman, A., 167–70
life-skills development, social competency
  programs, 237–8
Light, R. J., 73
Lindon, E. J., 280–1
Lindquist, E. F., 64–5
Lipsey, M. W., 78
Literacy and Numeracy Hour initiatives, 132–3
literacy programmes
  ABRACADABRA reading intervention
  program, 286–93
  Collaborative Coaching and Learning (CCL)
  model and, 370–7
  Implementation Science applications in, 10
  learning-disabled English language learners
  and, 299
  organizational change and success of, 292
  reading intervention evaluations and, 282–3
  technology integration in, 284–93
literature search
  evaluation of EBPAS and, 154–5
  as narrative synthesis, 72–3
local brokers, Exploration and Adoption Stage
  for program implementation and, 18
  locus of control, in action research, 406
longitudinal research, autism early intervention
  providers, 257–8
Lovaas, O., 255–6
Lytle, S. L., 403–4, 407–8
MacKenzie, Gordon, 404–5
Madden, n.A., 5
manualized treatments
  evidence-based practice attitudes scores 18x,
  159–60
INDEX 479

school psychology services, 197–8
Mathematics Trailblazers curriculum, fidelity of implementation measurements, 354–6
McCall, W. A., 64–5
McCartney, S. J., 167–70
McCormick, K. M., 24–5
McQuillan, Jody, 414–15
mediated-learning behaviors, teachers’ discourse during cooperative and small-group learning, studies of, 335–43

Mitra, Dana L., 11, 391–9
moderator analysis effect size disaggregation, 78 of randomised controlled trials, 49–50 Mohr, M., 405–8 Mol, S., 281–2

INDEX

non-cognitive development, child well-being measurements and, 423–5
norms for EBPAS, national validation of, 154
number-needed-to-treat (NNT) analysis, effectiveness assessment using, 48–9
nurse-family partnerships, school readiness interventions and, 190–2

O’Connell, F. R., 407–8
O’Driscoll, M. P., 166
operational perspectives, improvement of school psychology services and, 122–5
optimal intervention equation, autism and autism-spectrum disorders programs, 251–3, 255–9
oracy development
for learning-disabled English language learners, 303
Lectura Proactiva Spanish intervention program for learning disabled ELL students, 303–4

organizational characteristics
change-focused consultation and, 165–81
classification, 25–6
Collaborative Coaching and Learning (CCL) model, school organization and size, 383
comprehensive school reform, consultation regarding, 170–81
decision support data systems, 25–6
defined, 22
in educational settings, 167–70
effective consultation and, 166–70
evidence-based practice attitudes and implementation and, 151–52
evidence-based practice attitudes scores and, 157–8
Exploration and Adoption Stage and integration of, 18
facilitative administration, 26
fidelity of implementation and, 347–9
full implementation procedures and, 20–1
in Implementation Science, 15
Implementation Science research and, 463
in installation stage, 18–19
social-emotional interventions for young children and role of, 211–14, 218
student engagement in school reforms and role of, 363
systems intervention, 26
Organizational Readiness for Change scale, evidence-based practice attitudes scores and, 157–8
organizational structure, in evidence programmes, Implementation Science applications for, 10–12
Orosco, M., 291–2

orthography, reading interventions and role of, 277–84
outcome measures
action research concerning, 412–13
changes over time, monitoring of, 436
child well being measurements, evidence-based programs, 423–39
child well being measurements, outcome priorities, 430–1
complex interventions, analytical methods, 45–50
comprehensive school reform, 170–81
effect size coding, 77, 81–2
evidence-based programmes, 13
fidelity of implementation and, 347–9
generalisability of, experimental design and, 57–8
intervention outcome effectiveness, 46–50
leisure education programmes, evidence-based prevention interventions, 313–27
in Problem Analysis Framework, 143
process outcomes evaluation, 45–6
program evaluation, child well-being measurements, 435–7
school psychology and, 116–17
school psychology services, 113–14
school readiness interventions adherence linked to, 193–5
South Dakota child care professional development standards and, 395–400
student engagement in school reforms and, 361–9
treatment outcomes, methodology for, 7–8
outsourcing of technical assistance, student engagement in school policies and role of, 386–7
Owens, P. L., 105–6
Palincsar, A., 341
Panzano, P. C., 26–7
paradigm shifting, program management for change initiatives and, 179–81
parenting practices
autism early intervention and, 255–6
EcoFit model, student academic and behavior problems, 267–8
Family Resource Center, student academic and behavior interventions and role of, 141
Incredible Years Parent Programme, evaluation of, 41–4
school readiness interventions and home-based programs, 190–2
student academic and behavior problems, family-centered, school-based intervention, 265–67
Parenting Stress Index, autism early intervention and, 255–6
participant responsiveness, improvement of school psychology services and, 124–5
peace education, action research and, 418–19
Pearson product moment correlation, r family of effect sizes, 77
pedagogical critical components, social-emotional interventions for young children and role of, 215–17
Peer-mediated interventions, social competency through, 234
Peña, E. D., 299
performance evaluations action research concerning, 412–13
evidence-based programs, 37–31
program staff, as competency driver, 25
Perkins, D., 69–70
Perry Preschool Project, school readiness interventions and role of, 189
persuasion processes, evidence-based practice attitudes and implementation and, 121–52
Peterson, P. L., 167–70
phone check-ins, student academic and behavior problems, 270–1
phonemic awareness, for learning-disabled English language learners, 302
phonics reading interventions and role of, 278–80
synthetic vs. analytic phonics debate and, 282–3, 286–93
physical health assessment, autism and autism-spectrum disorders programs, 251–3
Piagetian theory, school psychology research, 128n.2
Pianta, M. J., 211–14
Pivotal Response Treatment program, 253–4
autism and autism-spectrum disorders programs, 258–9
Plan, Do, Reflect, Review cycle, professional development for teachers and, 136–8
Plan, Do, Study, Act (PDSA) cycle, improvement procedures and, 16–17
Playing and Learning Strategies (PALS) program, school readiness interventions and, 191
Plienis, A. J., 255–6
policy development for evidence-based programmes, Implementation Science applications for, 10–12
political issues in action research, 417–19
resource mobilization for change and role of, 178–9
Pompey, Y., 277–84
population distribution, child well being measurements, 427–37
positive behavior support (PBS) approach, autism intervention level 1 strategies, 251–3
level 2 strategies, 253–4
level 3 strategies, 254–5
overview, 248–51
program implementation guidelines and recommendations, 255–60
in young children, 250–1
Positive Parenting Program (Triple P), 195–6
post hoc characteristics, coding of research studies, 76–7, 81
post-test meta-analysis mean difference techniques, 73–4
social competency programs, 235–6
poverty school readiness interventions and role of, 187
social competency programs effectiveness and role of, 234–5
power relationships, teacher dialogue concerning, 416
practice-based research syntheses coding of research studies, 76–7, 81
effect size disaggregation, 78
example of, 79–86
identification of practice of interest, 75, 79–80
implementation practice research, 75–9
learning-disabled English language learners interventions, recommendations for, 309–10
meta-analytic syntheses, 74
problem formation, 76, 80
relevant studies, identification of, 76
practitioner research action research concerning, 423–19
future research issues, 462–3
Problem Analysis Framework and, 140–3
scientist-practitioners, 136–8
social psychology services and, 117–19, 121–2
teacher-practitioners, 143–5
pragmatic randomised control trials, 41–4
Preschool Language Assessment Instrument (PLAI), quasi-experimental design case study, 61–3
preschool programs school readiness interventions and role of, 188–90
social-emotional interventions for young children and, 207–9
<table>
<thead>
<tr>
<th>Problem Solving Frameworks</th>
</tr>
</thead>
<tbody>
<tr>
<td>educational change, executive problem solving frameworks for, 132–46</td>
</tr>
<tr>
<td>improvement of school psychology services and, 122–5</td>
</tr>
<tr>
<td>school capacity and teacher skills development programs and, 134–6</td>
</tr>
<tr>
<td>problem-solving protocols</td>
</tr>
<tr>
<td>complex intervention evaluation, problem identification, 39–40</td>
</tr>
<tr>
<td>executive problem solving frameworks, teacher development and, 138–40</td>
</tr>
<tr>
<td>Implementation Science frameworks, 11–12</td>
</tr>
<tr>
<td>improvement procedures and, 16–17</td>
</tr>
<tr>
<td>practice-based research syntheses, problem formation, 76, 80</td>
</tr>
<tr>
<td>in social competency programs, 237–8</td>
</tr>
<tr>
<td>social-emotional interventions for young children and role of, 228</td>
</tr>
<tr>
<td>teachers’ problem-solving groups, 135</td>
</tr>
<tr>
<td>procedural critical components, social-emotional interventions for young children and role of, 215–17</td>
</tr>
<tr>
<td>process evaluation</td>
</tr>
<tr>
<td>child care program quality, 394–5</td>
</tr>
<tr>
<td>complex interventions evaluation, analysis and, 45–6</td>
</tr>
<tr>
<td>school psychology services, 113–14</td>
</tr>
<tr>
<td>process resistance, evidence-based practice attitudes and implementation and, 151–54</td>
</tr>
<tr>
<td>professional training and development action research concerning, 403–19</td>
</tr>
<tr>
<td>child care programs and standardization of, 395–400</td>
</tr>
<tr>
<td>coaching for instructional practices improvement, 373–8</td>
</tr>
<tr>
<td>in social competency programs, 237–8</td>
</tr>
<tr>
<td>teacher dialogue in action research on, 416</td>
</tr>
<tr>
<td>teachers’ views concerning, 136–8</td>
</tr>
<tr>
<td>program integrity, fidelity of implementation and, 347–9</td>
</tr>
<tr>
<td>programmatic sustainability of evidence-based programs, 21</td>
</tr>
<tr>
<td>social competency programs, 237–8</td>
</tr>
<tr>
<td>programme drift, adaptation and innovation and risk of, 21–2</td>
</tr>
<tr>
<td>Programme for International Student Assessment (PISA), 103–5</td>
</tr>
<tr>
<td>programme integrity</td>
</tr>
<tr>
<td>development phase, importance of, 39–40</td>
</tr>
<tr>
<td>evaluation of, 7–8, 37–52</td>
</tr>
<tr>
<td>in intervention programs, 6–7</td>
</tr>
<tr>
<td>Project CARE, school readiness interventions and role of, 180</td>
</tr>
</tbody>
</table>

Preschool Promoting Alternative Thinking Strategies (PATHS)  
school readiness interventions and role of, 190  
social-emotional interventions for young children and, 212–14  
prevention strategies  
autism and autism-spectrum disorders programs, 247–60  
child well-being measurements data, 432  
leisure education programmes, evidence-based prevention interventions, 313–27  
reading intervention analysis and, 278–80, 291  
TimeWise: Taking Charge of Leisure Time program, 317–19  
primary prevention, autism and autism-spectrum disorders programs, 250–3  
principals’ leadership role  
fidelity of implementation (FOI) measurements and, 357  
implementation of Collaborative Coaching and Learning model and, 379–80, 389n.25, 390n.32  
private agencies, evidence-based practice attitudes scores and, 157–8  
Proactive Reading Program  
efficacy and follow-up studies of, 305–6  
for learning-disabled English language learners, 301–2, 303  
Problem Analysis Framework  
active investigation phase of, 141  
background information, role and expectations phase, 140  
cycle and phases of, 140–3  
evaluation of, 145  
future applications of, 145  
initial guiding hypotheses phase, 140–1  
integrated conceptualization/formulation phase of, 141–2  
interactive factors framework diagram in, 142  
intervention plan and implementation phase, 142–3  
monitoring and outcomes evaluation in, 143  
problem dimensions in, 149  
professional development for teachers and, 150–8  
reflective commentary phase in, 143  
with teacher-practitioners, 143–5  
teachers’ problem-solving/decision-make skills development and, 138–40  
problem dimensions  
in Problem Analysis Framework, 141  
teacher-practitioners case study, 143–5  
problem mapping  
of comprehensive school reform, 175–6  
in Problem Analysis Framework, 140–1
Promoting Alternative Thinking Strategies (PATHS) program
  outcome evaluation of, 46–50
  outcome prioritization, child well being measurements, 430–1
  social competency components of, 241–3
  social-emotional interventions for young children, support for, 219–21
  student academic and behavior problems, family-centered, school-based intervention, 265–67
Protheroe, N., 19–20
  provider attitudes, evidence-based practice scale, 151–52, 155–6
psychoanalysis
  development of school psychology services and, 114–16
  social-emotional interventions for young children, 212
psychodynamic practitioners, evidence-based practice attitudes scores and, 155–6
psychometric testing
  EBPAS national validation and norms, 154
  school psychology and, 116–17
  public agencies, evidence-based practice attitudes scores and, 157–8
Pupil Referral Units, evaluation of, 133–4
  purpose identification, action research, 406
  purveyors for evidence-based programs
    Exploration and Adoption Stage and role of, 18
    function of, 15
    initial implementation stage and, 19–20
    installation stage of implementation and, 18–19
Q statistic, research synthesis meta-analysis, 77–8, 82–5
  qualitative studies
    action research, 408–9, 411–12
    child care programs, 397–5
    improvement of school psychology services and, 124–5
    narrative synthesis of, 72–3
    organizational consultation in education and, 167–70
    social-emotional interventions for young children, 221
    student engagement in school reforms, scope of implementation and, 363–4
Quality First Teaching Program (U.K.), 154–6
  quantitative data, action research, 408–9, 411–12
  quasi-experiments
    case study, 61–3
    design of, 55–7
  vocabulary development program evaluation, 281–2
  questionnaires
    child well being measurements, 425–6
    evidence-based practice attitudes score expansion and modification and, 159–60
    systematic review of science teaching practices using, 96–7
race issues, in action research, 417–18
  randomisation, in experimental design, 56–7
  randomisation ratios, evaluation of complex interventions, 44
randomised controlled trials (RCT)
  ABRACADABRA reading intervention program, 286–93
  child well being measurements, program impact evaluation, 435–7
  cost effectiveness assessment of, 49
  dissemination of results, 50
  in education, criminology and social sciences, 93–4
  effect size and evaluation of, 47–8
  efficacy and follow-up studies of English interventions for learning-disabled ELL students, 305–6
  evaluation design for intervention programs, 41–4
  evidence-based intervention and, 4–5
  evidence-based medicine and, 93
  experimental design case study, 58–61
  intention-to-treat (ITT) analysis, 47
  intervention outcome effectiveness, 46–50
  learning-disabled English language learners, language and reading interventions for, 299–304
  number-needed-to-treat (NNT) analysis, 48–9
  reading interventions, evidence-based programs, 277–84
  real-world context for, 64–5
  school psychology services and, 120–1
  science teaching practices, context-based assessment, 103–5
  science teaching practices, systematic reviews of, 101–3
  of Spanish interventions for learning-disabled ELL students, 306–9
  of technology integration in reading intervention, 284–93
  true experiments vs. quasi-experiments, 55–7
| Index | Readers’ and Writers’ Workshop, Collaborative Coaching and Learning (CCL) model and, | 376, 389n.15 |
role expectations
in Problem Analysis Framework, 140
student engagement in school policies and,
367
teacher-practitioners case study, 143–5
Rose, D., 282–3
Rosier, P., 292
Rudnick, Mollie, 11

SAFE programs, social competency evaluations,
235–6
Saldana, L., 157–8
sample size, evaluation design for intervention
programs, 44
Sandholz, J. H., 287–92
Santangelo, T., 135–6
Sarason, Seymour, 28–9
Savage, Robert, 10, 277–93
Saxl, E. R., 167–70
scaffolding behaviours, teachers’ discourse
during cooperative and small-group
learning, 339–43
scale-up of interventions
cost effectiveness analysis of, 49
preparation for, 39
process evaluation of, 45–6
reading intervention scalability and
sustainability, 290–2
Schaffel, Vida, 435–16
Schaffer, E., 18–19
Schellinger, K. B., 423–5
Schneider, B., 6–7

school capacity building
Collaborative Coaching and Learning (CCL)
model and, 393
problem-solving/decision-making skills
development for, 134–6
student engagement in school policies and,
368–9

school psychology services
change-focused consultation in school
settings, 165–81
current role, status and concerns of, 111–13
development of, 114–16
epistemological, conceptual, and practical
developments in, 116–17, 120–1
evaluation processes for, 113–14
evidence-based research, 120
existing practice frameworks, 120–1
future research issues for, 469–4
history in the U. K. of, 114–16
Implementation Science and, 28–9, 111–28
improvement of, 122–5
scientific rationale, implementation and
practitioner roles, 121–2

shared Implementation Science paradigms
and perspectives, 119–20
Social Constructionist movement and, 117–19
terminology of, 125n.1
uncertainty in, 114–16

school readiness interventions. See also reading
interventions; social-emotional
interventions for young children
barriers to access to, 105–6
center-based vs. home-based programs, 192
challenges and future research, 196–8
child characteristics and, 185–6, 192–3
classroom environment and teacher-child
relationship, 186–7
components of, 185
cost-effectiveness of, 192–3
definitions of school readiness, 184–6
emerging research on, 196–196
Evidence-based research on, 187–8
family interactions and, 186
home-based programs for parenting
improvement, 190–2
implementation of, 184–98
Implementation Science applications in, 10
learning-disabled English language learners,
language and reading interventions,
299–304
outcomes assessment and adherence to, 103–5
poverty as factor in, 187
real-world implementation issues, 192–6
research on evaluation of, 7–8
school-based preschool programs, 188–90
social competence programs, 230–45
student academic and behavior problems,
family-centered, school-based
intervention, 264–74
school truancy, Family Check-Up intervention
and, 271–2

School-Wide Positive Behavior Support (SWPS)
program
Exploration and Adoption Stage for, 18
Family Resource Center (FRC), student
academic and behavior problems and,
268–70
Schwartz, I., 253–4

Science Review Group, systematic review of
science education by, 95–101

science teaching practices
attitudes to science and, 98–9
context based/Science-Technology-Society
(STS) approaches, 97–8, 103–5
effects sizes in evaluation of, 97–8
evidence-based programmes for, 92–107
fidelity of implementation (FOI)
measurements and, 357–8
INDEX

science teaching practices (cont.)
gender and ability effects, 98–9
overview of studies, 96–7
research methodology in review of, 99–100
small-group discussions, effectiveness of, 99,
100–1, 105–6
systematic reviews of, 95–103
teachers as scientist-practitioners, 136–8
understanding of science ideas, evidence-
based systematic review of, 97, 103–5
Science-Technology-Society(STS) approach,
science teaching practices, systematic
reviews of, 95–105
Science to Service dilemma, 133–4
scientific paradigms
evidence-based programmes and, 4–5
lack of, in school psychology services, 114–16
in Problem Analysis Framework, 135–40
reading interventions, evidence-based
programs, 277–84
school psychology services and, 122–2
scientist-practitioners, teachers as, 136–8
Scotland
epistemological, conceptual, and practical
developments in educational psychology
in, 116–17
school psychology services in, 114–16
screening procedures, child well being
measurements, individual child, 433–4,
439n.5
secondary prevention, autism and autism-
spectrum disorders programs, 250–1
Seider, S., 407–8
self-directed work teams, resource mobilization
for change and role of, 178–9
self-evaluation
in action research, 416–19
child well-being measurements, outcomes
over time and, 436
metacognition and writing exercises, 414–15
social competency programs and,
234, 239
social-emotional interventions for young
children and promotion of, 212–14
self-reported practice behaviors, evidence-based
practice attitudes scores and, 158
sensitivity analysis
child well being measurements, 425–6
cost effectiveness assessment of RCTs
and, 49
service delivery, evidence-based practice
attitudes scores and, 158
Shachar, H., 334–43
Shapiro, L. R., 290–2
Share, D. L., 284
shorted book reading interventions, vocabulary
development and, 281–2
shared vision, change initiatives and importance
of, 176–8
Short, A. L., 7–8
Showers, B., 19–20
skill-building interventions
student academic and behavior problems,
270–1
student engagement in school reforms and,
301–9
Slavin, R. E., 5, 8, 18, 284
small-group discussions
cooperative learning in classrooms and
promotion of, 334–5
effectiveness in science teaching, 99
in science teaching, effectiveness of, 100–1,
105–6
student engagement in school policies and
role of, 367
teachers’ discourse during, studies of, 335–43
theoretical and practical implications in
research on, 343–4
small-n experimental design
case study, 63–4
intervention programmes, 57–8
SMART reading tutoring program, staff
selection process for, 23–4
Smith, P. V., 73
social competency programs
definition of, 231–2
effectiveness studies, 233–6
framework for school-based program
improvement, 230–45
future research issues, 243–5
implementation phase, 240
importance of, 232–3
planning phase, 240
practice and resources guide for, 243
Promoting Alternative Thinking Strategies
(PATHS) program case study, 241–3
readiness phase, 240
school self-evaluation in, 239
social construction concept, 230–1
sustainability factors, 240–1
teachers’ role in, 236–7
whole-school and programmatic approaches,
237–8
social constructionism
school psychology services and, 117–19
social competency programs, 230–1
social-emotional interventions for young
children
adoption phase for, 217–18
core process components, 211–14
effectiveness studies of, 209–11, 217
evidence-based programs for, 207–23
implementation of, 214–23
integration with existing practices of, 219
monitoring of implementation of, 221
sustainability phase for, 222–3
training for implementation of, 218–19
social interactions
in action research, 417–19
autism and autism-spectrum disorders
programs, 251–3, 258–9
child well being measurements and, 423–5
EcoFit model, student academic and
behavior problems, 267–8
school readiness interventions and
assessment of, 186
scientific paradigm in relation to, 5–6
small-group discourse in cooperative learning
and, 334–5
student engagement in school reforms and,
361–9
social service providers
action research and, 404–5
evidence-based practice attitudes and
implementation and, 151–52
Social skills training competency, 233–4
Solity, J., 290–2
Somekh, B., 407–8
South Dakota child care case study, program
evaluation, 395–400
Spanish intervention
efficacy and follow-up studies of use on
learning-disabled ELL students, 306–9
learning-disabled English language learners,
269–304
research methodology in studies of, 304–5
special education placement, for learning-
disabled English language learners, 299
speech sounds
action research concerning, 412–13
reading intervention analysis and, 278–80
spelling sounds rules, reading interventions and
variations in, 278–80
Spence, S. H., 7–8
Spillane, J. P., 72–3
staff selection
as competency driver, 23–4
complex intervention evaluation, 40
social-emotional interventions for young
children, implementation and role of,
219–21
Staff Sharing Scheme, school capacity and
teacher skills development and, 135–6
staff skills development, evidence-based
programs
facilitative administration and, 26
full implementation procedures and, 20–1
Implementation Science applications for,
10–12
initial implementation stage and, 19–20
performance assessment/fidelity, 25
sustainability of programs and role of, 21
training as competency driver, 24
Stahl, S. A., 281
Stahmer, A., 155–6
stakeholders
autism early intervention providers, 258–9
Exploration and Adoption Stage and
role of, 18
initial implementation stage and, 19–20
in school social competency programs,
self-evaluation by, 239
student academic and behavior interventions
engagement of, 271
standardisation of research instruments
child care programs, professional
development standardization, 395–400
child well being measurements, 425–6
lack of, in context-based reviews, 103–5
standards-based curriculum, action research
concerning, 412–19
Stanley, J. C., 64–5
statistical analysis, meta-analytic syntheses, 73–4
Stenhouse, Lawrence, 405
stepwise multiple regression, organizational
consultation evaluation, 166–7
stimulus control, autism early interventions,
positive behavior support approach,
245–51
Stormshack, Elizabeth, 10
Straight Talk About CCL: A Guide for School
Leaders, 376–7
Strain, P., 255–4
Strain, Phillip, 10
strategic planning, student engagement in school
reforms and role of, 363
stratification, randomised control trials, 41–4
Strengths and Difficulties Questionnaire,
evaluation of, 11–12
Strengths and Difficulties Questionnaire (SDQ)
child well being measurements, 425–6, 427–37
individual child screenings, 433–4
program impact evaluation, 435–7
Stringfield, S., 18–19
structural critical components
social-emotional interventions for young
children, barriers to implementation and,
219–21
social-emotional interventions for young
children and role of, 215–17
systems intervention, as organizational driver, 26
Taba, Hilda, 404–5
Tallaght West, 448
Taylor, A. B., 423–5
teachable moments, social-emotional interventions for young children and, 212–14
teachers
ABRACADABRA reading intervention program, technology use by, 287–92
action research and role of, 403–19
autism and autism-spectrum disorders programs, strategies for, 254–5
collaborative approach research involving, 417
Collaborative Coaching and Learning (CCL) model, attitudes, knowledge, and skill in, 382–3
cooperative learning promotion by, 333–44
discourse during cooperative and small-group learning by, studies of, 335–43
decision-making and problem solving framework for capacity building in, 132–3, 138–40
facilitative administration and, 26
fidelity of implementation (FOI) measurements and role of, 349–52, 358–60
full implementation procedures and role of, 20–1
improvement of school psychology services through, 124–5
initial implementation stage and role of, 19–20
instructional practices improvement for, 373–87
leadership drivers for, 26–7
leisure education programmes, training for, 225–6
narrative synthesis of innovations by, 72–3
organizational consultation regarding, 167–70
as practitioners, framework for working with, 143–5
problem-solving/decision-making skills development for, 134–6
problem-solving groups, attitudes towards, 135
reading intervention strategies and role of, 280–1
school psychology services link to, 111–28
school readiness interventions and teacher-child interaction assessment, 186–7
science teaching practices, evidence-based programmes for, 92–107
as scientist-practitioners, 136–8

structural evaluations, child care program quality, 394–5
student academic and behavior problems dissemination of interventions, 272–3
EcoFit model, family-centered intervention, 267–8
effectiveness studies, 271–2
engagement of families in, 271
family-centered, school-based intervention, 264–74
Family Check-Up (FCU) intervention, 265–67, 270
Family Resource Center (FRC) and, 268–70
home-school link in, 265–7
implementation and application issues, 273–4
intervention options menu, 270–1
student-centered instruction, vote counting research synthesis of, 73
student engagement in school policies
classroom environmental factors in, 364–5
cooperative and small-group learning and, 337, 338, 341
decision-making skills development and, 363
implementation quality, 363–4, 369
Implementation Science applications for, 11
intermediary organizations and, 365–7
school reform proposals and, 361–9
social-emotional interventions for young children and role of, 215–17
sustainability of, 365–9
student teaching, team approach to, 416–17
Success for All Foundation (SFA), 174–6
Success for All (SFA) program, Exploration and Adoption Stage for, 18
Sugai, G., 18
Summerfield Report, 117–19
sustainability of evidence-based programs, 21
reading intervention scalability and sustainability, 390–2
social competency programs, 240–1
social-emotional interventions for young children, 222–3
student engagement in school reforms and, 365–9
synthetic phonics
ABRACADABRA reading intervention program, 286–7
debate concerning, 282–3
systematic reviews
basic principles of, 94
Evidence for Policy and Practice Initiative Centre example, 94–5
methodological issues associated with, 101–3
of reading interventions, 277–84
in science education, 95–101
### Index

**ABRACADABRA**
- reading intervention, 287–92
- teacher competency training and effectiveness of, 287–92

**Implementation Science**
- applications for, 11
- for mental health providers, evidence-based practice attitudes scores and related findings and, 155–6
- practitioner involvement in, 462–5
- social-emotional interventions implementation and, 218–19
- staff training as competency driver and, 24
- student engagement in school reforms and role of, 363

**transactional leadership**, evidence-based practice attitudes scores and, 157–8

**transformational leadership**, evidence-based practice attitudes scores and, 157–8

**translational research**
- example of practice-based synthesis, 79–86
- Implementation Science and, 70–1
- leisure education programmes, evidence-based prevention interventions, 323–6
- trauma professionals, evidence-based practice attitudes scores and, 155–6
- treatment outcomes, research methodology for, 7–8

**triangulation of data**, in Problem Analysis Framework, 141

**Trivette, Carol**, 78

**true experiments**, design of, 8

**Turtle Technique**, social-emotional interventions for young children and, 312–14

**unbundeling**, effect size data, 78

**understanding**, instructional practices and teaching for, 374–6

**United Kingdom**
- action research evolution in, 454–5
- critical realist framework for school psychology in, 120–1
- DfES problem-solving/decision-making skills development program, 133–6
- epistemological, conceptual, and practical developments in educational psychology in, 116–17
- school psychology services in, 114–16
- unpacking, effect size data, 78
- urgency, resource mobilization for change and absence of, 178–9
- use scenarios, fidelity of implementation (FOI) measurements, 352–3

**Valentine, J. C.**, 71–2

**validation**
- in action research, 417–18

**skills development for**, Implementation Science applications in, 11

**small-group discourse** promoted by, 314–5

**social competency discourse** promoted by, 236–7

**social-emotional interventions** for young children and characteristics of, 211–14

**social-emotional interventions** for young children implementation and role of, 219–21

**sustainability of programs** and role of, 21

**technology integration** in reading programs, 231–2
- sustainability of programs and role of, 21
- technology integration in reading programs, attitudes towards, 284–93

**Teaching Pyramid** approach, teachers’ professional development using, 136–8

**Teague, G. B.**, 47

**teaching practices using**
- professional development using, 4
- attitudes towards, 28

**time variation**, in evidence-based practice

**team system for implementation**, 16

**technical leadership**, characteristics of, 26–7

**technology integration**
- in ABRACADABRA program, teachers’ use of, 287–92
- in reading intervention implementation, 284–93
- Sandholz entry, adoption, and adaptation model, 287–92
- temporal variation, in evidence-based practice attitudes scores, 155–9
- tertiary prevention, autism and autism-spectrum disorders programs, 250–1
- test results, systematic review of science teaching practices using, 96–7

**The International Mathematics and Science Survey** (TIMSS), 103–5

**theoretical orientation**, action research, 466

- implementation issues and future research, 323–6
- tobacco use, leisure time management and, 319–23

**Topping, Keith**, 10, 230–45

**Torgerson, C. J.**, 47, 55–7, 279–80, 284

**Torgerson, D. J.**, 47, 55–7, 279–80

**training methods**
INDEX

Wheldall, K., 136–8
whole-school reform. See comprehensive school reform (CSR)
social competency programs, 235–6, 237–8
Wilde, Oscar, 51
Woodcock Language Proficiency Battery-Revised (WPLB-R) test
English interventions for learning-disabled ELL students, evaluation using, 305–6
of Spanish interventions for learning-disabled ELL students, 306–9
Woolfson, Lisa Marks, 9–10, 11–12, 132–46
word recognition tasks, for learning-disabled English language learners, 302–3
work breakdown structure, planning engagement in school reform and role of, 176–8
Worley, C., 166–70
writing skills development, action research and, 444–16
youth-adult partnerships, student engagement in school reforms and, 361–9
youth arrest records, Family Check-Up intervention and, 271–2
youth development
EcoFit model, student academic and behavior problems, 267–8
leisure education programmes, evidence-based prevention interventions, 313–27
student engagement in school reforms and, 361–9
Yukawa, Joyce, 11
Zaslow, M., 395–400
Zeichner, K., 407–8
Zhu, D., 284
Z statistic, research synthesis meta-analysis, 77–8, 82–5

validation (cont.)
autism and autism-spectrum disorders programs, 258–9
child well being measurements, 425–6
evidence-based practice attitudes survey, 152–3, 154
experimental design, 57–8
Van IJzendoorn, M. H., 278–80
Van Manen's model of reflection, 406–7
Varney, G., 166–70
Vaughan, Sharon,
vignettes, teachers' discourse during cooperative and small-group learning, studies of, 306–9, 337–8
vocabulary development for learning-disabled English language learners, 303
Lectura Proactiva Spanish intervention program for learning disabled ELL students, 303–4
systematic reviews of programs for, 281–2
vote counting syntheses, 73

‘wait-to-fail’ model, learning-disabled English language learners, interventions based on, 290–304
Walberg, H., 167–70
Walker, D., 406–7
Wang, M., 167–70, 347–9
Warikoo, Natasha, 413–14
Warwick, D., 166–70
Wayne, Matt, 412
web-based learning, ABRACADABRA reading intervention program, 286–93
Weissberg, R., 423–5
Weist, M., 158–9
Welsh, Janet, 9–10, 184–98
Welsh Sure Start study, IY Parent Programme, 41–4

© in this web service Cambridge University Press
www.cambridge.org

Cambridge University Press
978-0-521-19725-0 - Handbook of Implementation Science for Psychology in Education
Edited by Barbara Kelly and Daniel F. Perkins
Index

490