**Session Two:**

**Instructional Process**

**Overview**

This session gives an overview of the process used for planning the use of Evidence Based Practices with students. This section will also make the connection between the research-based practices and implementing them with students in a planned process that incorporates research principles such as data collection, baseline data, task analysis, fidelity and protocols. There is no expectation that teachers must be researchers, but the success of implementing an evidence-based practice with students is greatly enhanced when there is step by step planning and the use of data to support the results of the instructional practice. Encourage teams to review data throughout the process and make modifications to the plan as needed.

**Materials to Enhance Learning and Activities**

1. Handout #1: PowerPoint for Session #2. [Download](https://www.ocali.org/project/evidence_based_practices_and_the_instructional_process) from *What Works for Work* website, Session #2
2. Handouts #4, 5 and 7: Three research studies focused on several instructional practices to be used in activities included in the Session. [Download](https://www.ocali.org/project/evidence_based_practices_and_the_instructional_process) from *What Works for Work* website, Session #2.
3. Handout #6: Task Analysis Supplement: Blank Task Analysis Form and completed examples of a variety of task analyses for common activities.
4. *Collecting and Analyzing Youth Performance Data.* [Download](https://ohioemploymentfirst.org/view.php?nav_id=469) from the Ohio Employment First website.
5. Examples of a variety of different types of Data Collection Templates. [Download](https://ohioemploymentfirst.org/view.php?nav_id=469) from the Ohio Employment First website.

**Activities Overview**

Several of the resource materials listed above will be used in the suggested activities in this module. Review slide and slide notes for more detail on the activities listed.

1. **Slide #4. DISCUSSION.** Topic: Fidelity and Protocol. Pose questions: ​
	* Why does the information in this session have such a detail focus?
	* In the research articles provided, some studies were successful right away! Did they have a protocol? And what about fidelity?  Is it really a team effort? Implementing strategies involves team.
	* Participants discussion: “How do you decide and measure what is accomplished?” Discuss Fidelity—what is it? Ask participants, “How do you maintain fidelity in a practical manner in your programs and instruction?” What is acceptable error rate? Is it ever perfect in the real world?
2. **Slide #7**. **RESEARCH ARTICLE ACTIVITY**. Research articles for this activity are available in the downloads. Several links to research articles are also included as an option for the activity.
* Assign one research article to a group of 4-5 and ask them to read and then discuss these questions. Allow 15-20 minutes then ask for each group to have a spokesperson to report on their conclusions. When groups begin to discuss the articles and their conclusions, bring up slide 4 and reference it as needed.
* Research articles reflect some of the basis for the evidence-based practices that may be used in this series. Ask participants to consider a student that they have worked with that may be similar to the target population of the research study referenced in the article. Use the following questions to guide a discussion about the validity of Evidence Based Research:
* Who was target group?
* Did the research do what was intended, i.e. meet the original goal of the study (fidelity)?
* What was the protocol?
* What were the outcomes?
1. **Slide #8 and #9- DISCUSSION.** Questions to facilitate discussion with group about a protocol
2. **Slide #11 and #12- DISCUSSION.** Questions to facilitate a discussion about the provided example protocol
3. **Slide #14 - VIDEO**. -view video on the tool that facilitates collecting and analyzing youth performance data
4. **Slide #15- REVIEW and DISCUSS**. Examples of data collection forms to review and discuss
5. **Slide #16 and #17- DISCUSSION.** Surface questions regarding their understanding of the types of data. Facilitate discussion of learners’ experience with data collection.