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3-16-2021

## **High Leverage Practices in Special Education Synthesis Coding Protocol**

Gena Nelson  
*Boise State University*

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High Leverage Practices in Special Education Synthesis Coding Protocol

1. Publication Codes

Variable	Code	Explanation
Authors	Name	List all authors' last names
Year	Number	Record year of publication
Journal	Name	Record journal; Use full name, do not use acronyms
Publication Type	Select <b>one</b> : 0 = narrative review or synthesis 1 = systematic review 2 = evidence-based review 3 = systematic review with meta-analysis 4 = evidence-based review with meta-analytic techniques 5 = non-systematic meta-analysis	<ul style="list-style-type: none"> <li>● 0 = a review of the literature without a statistical synthesis of the data (e.g., qualitative summary)</li> <li>● 1 = a review of the literature with <b>clear exclusion and inclusion criteria</b> <i>without</i> a statistical synthesis of the data (e.g., narrative review)</li> <li>● 2 = evidence-based review that does not provide a statistical synthesis of the data quantitative data (e.g., study may identify an EBP according to criteria but does not report a summary effect related to the EBP)</li> </ul> <p><b>NOTE:</b> For the purpose of the full coding, if you code either a 0, 1, or 2 <b>STOP CODING THIS ARTICLE.</b></p> <ul style="list-style-type: none"> <li>● 3 = a review of the literature with <b>clear exclusion and inclusion criteria</b> <i>with</i> a statistical synthesis of the data (e.g., summary effect, meta-regression)</li> <li>● 4 = evidence-based review that provides a statistical synthesis of the data (e.g., a summary effect)</li> <li>● 5 = meta-analysis <i>without</i> a systematic review (e.g., inclusion and exclusion criteria were not defined, process for literature search not defined). <b>NOTE:</b> This code should be used very infrequently.</li> </ul>

## 2. Inclusion and Exclusion Criteria Codes

*Note: These codes are specific to the criteria the authors specify, not what the sample of studies eventually included represent*

Variable	Code	Explanation
Year of Publication Code	Selected <b>one</b> : 0 = No publication year requirements 1 = Study listed publication year requirements	Codes defined as: <ul style="list-style-type: none"> <li>● 0 = Study did not specify any publication year requirements (note: this does not refer to the literature search process, but if there were year requirements for inclusion)</li> <li>● 1 = Study specified publication year requirements for inclusion or exclusion (e.g., “studies published between 2000-2015” or “studies published after 1990”)</li> </ul>
Year of Publication	Range of years or NA	<ul style="list-style-type: none"> <li>● Specify the range of years considered for inclusion</li> <li>● NA for code of 0 above</li> </ul>
Study Focus	Record required study focus/content or NA	Record (e.g., copy and paste) the required focus of the study: <ul style="list-style-type: none"> <li>● Have an instructionally based fraction intervention as an independent variable</li> <li>● Study must investigate the effects of a self-determination intervention</li> </ul>
Grade/Age Code	Selected <b>one</b> : 0 = No grade/age requirements 1 = Study listed grade/age requirements	Codes defined as: <ul style="list-style-type: none"> <li>● 0 = Study did not specify any grade/age</li> <li>● 1 = Study specified grade/age requirements for inclusion or exclusion (e.g., 6-12<sup>th</sup> grade, kindergarten - 6<sup>th</sup> grade)</li> </ul>
Grade/Age	Range of grade or age for participants or NA	<ul style="list-style-type: none"> <li>● Specify range of participant grade or age (years, months) considered for inclusion</li> <li>● NA for code of 0 above</li> </ul>
Participant Disability or Risk Requirements Code	Selected <b>one</b> : 0 = Disability only required 1 = Risk or low achievement only required 2 = Mix of disability and risk required	Codes defined as: <ul style="list-style-type: none"> <li>● 0 = Study specified that only studies with students with disabilities (or a specific type of disability) were included</li> <li>● 1 = Study specified that only studies with students who were at-risk of disabilities (e.g., reading difficulty) were included</li> </ul>

	<p>3 = Mix of disability, risk, or a threshold of disability/risk with typically achieving (this does not refer to mixing different types of disability such as ADHD and LD, it refers to mixing disability OR risk WITH typically achieving or a threshold).</p>	<ul style="list-style-type: none"> <li>● 2 = Study specified that studies with students with disabilities or who were at-risk of disabilities (e.g., reading difficulty) were included (Note: this may include other categories such as low achieving, struggling learning, or behavior challenge)</li> <li>● 3 = Study specified that either students with disabilities or at-risk for disabilities were included, as well as typically achieving students</li> </ul> <p><b>NOTE:</b> If you select “3” you must double-check that results related to SWDs and/or risk are disaggregated from the typically achieving students’ results. This means that results for SWDs and risk may be reported together, but must be separated from typically achieving students, or it means that SWDs and risk may be reported separate from each other but also must be reported separately from typically achieving. If you find that results are not disaggregated from typically achieving, then you must delete this article.</p>
<p>Participant Risk/disability Requirements</p>	<p>List studies’ criteria for type of disability or NA</p>	<ul style="list-style-type: none"> <li>● List what disability or risk requirements were specified (e.g., reading disabilities-only, developmental disabilities only, no specifications on disability, authors must have included definition of behavior challenge)</li> </ul>
<p>Participant <b>Disability</b> Criteria</p>	<p>Note <b>all</b> that apply related to disability requirements or NA:</p> <p>0 = percentile cutoff          1 = school, district, or state criteria          2 = documented          3 = IEP goal          4 = Services in special education setting</p>	<p>Note: if the study did not include students with disabilities only, you may use NA.</p> <ul style="list-style-type: none"> <li>● Percentile = authors used a percentile to state students had LD, such as performing below the 10<sup>th</sup> percentile on a measure of math achievement.</li> <li>● School, district, or state criteria = Authors stated that participants had LD according to criteria</li> <li>● Documented = Authors stated that the participants had <i>documented</i> LD</li> <li>● IEP = Authors stated that the participants that had IEPs goals</li> </ul>

	<p>5 = Other 6 = Not described</p>	<ul style="list-style-type: none"> <li>● Special education setting = Authors stated that students who received special education services or related services in a specific setting (e.g., self-contained, co-taught or inclusive settings, residential school)</li> <li>● Other = Authors used other criteria</li> <li>● Not described = Authors did not provide their disability criteria</li> </ul>
<p><b>Participant Difficulty or Risk Criteria</b> (note: This may also be referred to as “struggling learner” “behavior challenges” or “poor academic skills”)</p>	<p>Note <b>all</b> that apply or NA: 0 = percentile cut off on a screening test or measure 1 = teacher or parent referral 2 = state test scores/benchmark 3 = Receiving Intervention for outcomes related to risk/difficulty 4 = Other 5 = Not Described</p>	<p>Note: if the study did not include students with risk only, you may use NA.</p> <ul style="list-style-type: none"> <li>● Percentile = authors used a percentile to state students had difficulty/risk, such as performing below the 25<sup>th</sup> percentile on a measure of reading achievement.</li> <li>● Referral = parents or teachers referred students for difficulty in an academic or social/behavior area</li> <li>● State or district criteria = Authors stated that participants had difficulty according to state or district criteria</li> <li>● Receiving Intervention = Authors stated that students were included as at-risk or difficulty due to receiving targeted services</li> <li>● Other = Authors used other criteria</li> <li>● Not described = Authors did not provide their difficulty criteria</li> </ul>
<p>Setting Code</p>	<p>Selected <b>one</b>: 0 = No setting requirements 1 = Study listed setting requirements</p>	<p>Codes defined as:</p> <ul style="list-style-type: none"> <li>● 0 = Study did not specify any setting (e.g., general education, special education, resource room) requirements for inclusion or exclusion</li> <li>● 1 = Study specified setting requirements for inclusion or exclusion (e.g., general education, special education, resource room)</li> </ul>
<p>Settings Included</p>	<p>List included settings or NA</p>	<ul style="list-style-type: none"> <li>● List the settings considered for inclusion according to the criteria</li> <li>● NA for code of 0 above</li> </ul>

Settings Excluded	List excluded settings or NA	<ul style="list-style-type: none"> <li>List the settings considered for inclusion according to the criteria</li> <li>NA for code of 0 above</li> </ul>
Design Requirements Code	Selected <b>one</b> : 0 = No design requirements 1 = Study listed design requirements	Codes defined as: <ul style="list-style-type: none"> <li>0 = Study did not specify any design requirements for inclusion or exclusion</li> <li>1 = Study specified design requirements for inclusion or exclusion (e.g., group design, randomized control trial, regression discontinuity, single case)</li> </ul>
Designs Included	List included designs or NA	<ul style="list-style-type: none"> <li>List the designs considered for inclusion according to the criteria</li> <li>NA for code of 0 above</li> </ul>
Designs Excluded	List excluded designs or NA	<ul style="list-style-type: none"> <li>List the designs that were specifically named as excluded from the inclusion criteria</li> <li>NA for code of 0 above</li> </ul>
Outcome Measure	Selected <b>one</b> : 0 = No outcome measure requirements 1 = Study listed outcome measure requirements	Codes defined as: <ul style="list-style-type: none"> <li>0 = Study did not specify any outcome measure requirements for inclusion or exclusion</li> <li>1 = Study specified outcome measure requirements for inclusion or exclusion (e.g., “study must include dependent measure of fraction computation”)</li> </ul>
Outcome measure specifications	Select <b>all that apply</b> : 0 = NA 1 = required rating scales 2 = required direct observation 3 = required academic measure 4 = required cognitive measures 5 = Other	<ul style="list-style-type: none"> <li>1 = study was required to include outcome measures of rating scales, such as parent or teacher reports of student behavior</li> <li>2 = study was required to include an outcome measure of direct observation, such as a direct behavior rating</li> <li>3 = study was required to include an outcome measure of academic performance (reading, writing, math)</li> <li>4 = study was required to include outcome measures of cognitive characteristics such as working memory, processing speed, etc.</li> <li>5 = Other measure specifications</li> </ul>

Record specific outcome measure information	List or NA	Provide anecdotal information related to outcome measure requirements (e.g., “study must include a measure of math computation,” “study must include a measure of reading comprehension,” “study must include teacher reported measure of behavior.”)
Publication Type Requirement	Selected <b>one</b> : 0 = Peer-reviewed studies only 1 = Mix of peer-reviewed studies and gray literature 2 = Did not specify publication type requirement	0 = Authors specified peer-reviewed studies only 1 = Authors specified a mix of peer-reviewed studies and gray literature (e.g., dissertations, conference proposals, technical reports) Make sure that you look at the literature search criteria to determine if authors searched any Dissertation database. 2 = Authors did not specify publication type requirement
Inclusion Criteria - Other	List	List any other <i>inclusion</i> criteria that authors specified which is not included in the above codes
Exclusion Criteria - Other	List	List any other <i>exclusion</i> criteria that authors specified which is not included in the above codes

### Section 3. Included Studies Descriptive Codes

*Note: These codes are specific to the sample of studies included in the synthesis*

Variable	Code	Explanation
Authors	Name	List all authors’ last names
Year	Number	Record year of publication
Total Number of Studies in the Meta	Number	Total number of studies that the authors decided to include in the meta-analysis, synthesis, or systematic review.
Year of Publication	Range	Codes defined as: <ul style="list-style-type: none"> <li>• List the range of the years of publication of included studies</li> </ul>
Grade/Age	Range	<ul style="list-style-type: none"> <li>• List <b>range</b> of participant grade or age (years) of included studies</li> </ul>
K/5	Number of Studies	<ul style="list-style-type: none"> <li>• List number of studies focused on kindergarten</li> </ul>
1/6	Number of Studies	<ul style="list-style-type: none"> <li>• List number of studies focused on grade 1</li> </ul>

2/7	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 2</li> </ul>
3/8	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 3</li> </ul>
4/9	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 4</li> </ul>
5/10	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 5</li> </ul>
6/11	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 6</li> </ul>
7/12	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 7</li> </ul>
8/13	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 8</li> </ul>
9/14	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 9</li> </ul>
10/15	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 10</li> </ul>
11/16	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 11</li> </ul>
12/17	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on grade 12</li> </ul>
18-21 (Transition)	Number of Studies	<ul style="list-style-type: none"> <li>● List number of studies focused on students aged 18-21 (maybe called Transition programs)</li> </ul>
<b>Only use the following codes if specific grade level information is not given.</b>		
Preschool	Number of Studies	<ul style="list-style-type: none"> <li>● List the number of studies in preschool settings.</li> </ul>
Elementary	Number of Studies	<ul style="list-style-type: none"> <li>● List the number of studies in elementary settings.</li> </ul>
Middle or junior high	Number of Studies	<ul style="list-style-type: none"> <li>● List the number of studies in middle or junior high settings.</li> </ul>
High School	Number of Studies	<ul style="list-style-type: none"> <li>● List the number of studies in high school settings.</li> </ul>
College/Transition	Number of Studies	<ul style="list-style-type: none"> <li>● List the number of studies in college/transition settings.</li> </ul>
Other	Number of Studies	<ul style="list-style-type: none"> <li>● List the number of studies in other settings (e.g., community).</li> </ul>
Number of Studies Focused on Students with <b>Disabilities</b>	Number of Studies	<ul style="list-style-type: none"> <li>● List the number of studies that included students with disabilities only (or had disaggregated results for those studies with students with disabilities)</li> </ul>
Number of Studies Focused on Students with <b>Risk (academic, behavior)</b>	Number of Studies	<ul style="list-style-type: none"> <li>● List the number of studies that included students with risk only (or had disaggregated results for those studies with students with risk). Risk may also be referred to as “difficulty” “at-risk” “low achievement” “challenge” “low performing” (basically anything that might indicate risk, but not a disability)</li> </ul>

Disability and Risk	Number of Studies	<ul style="list-style-type: none"> <li>List the number of studies that included students with either disability or risk without indicating how many studies individually focused on disability versus risk</li> </ul>
General Education Setting	Number of Studies	<ul style="list-style-type: none"> <li>List the number of studies conducted in general education settings</li> </ul>
Special Education Setting	Number of Studies	<ul style="list-style-type: none"> <li>List the number of studies conducted in special education settings (other terms: resource room, special classroom, intervention setting, special school, residential treatment center, transition program, learning support classroom)</li> </ul>
Other Education Settings	Number of Studies	<ul style="list-style-type: none"> <li>List the number of studies conducted in other education settings (e.g., at home, in the community, after school programs)</li> </ul>
Setting Not Reported	Number of Studies	<ul style="list-style-type: none"> <li>List the number of studies that do not report the setting information</li> </ul>
Study Quality (Did the meta-analysis code the studies for quality?)	Select one: 1 = yes, coded 2 = no, coded but used for exclusion (see below) 3 = nothing related to quality was reported.	<p>1 = study quality was coded for the meta-analysis, but quality was only used for reporting or descriptive purposes. <b>Quality was not used as a measure of excluding or including studies.</b></p> <p>2 = study quality was coded and used as a means to include or exclude studies from all or specific analyses (for example, some studies deemed as poor quality or poor methodology were eventually removed from the sample)</p> <p>Note: Quality might be referred to as quality indicators, CEC guidelines, WWC guidelines, evidence-based practice review, and methodological rigor. Methodological rigor means that studies may have been excluded for high attrition, for example, or not being able to appropriately gather results from the study.</p>
Quality Information	Anecdotal	Write a short note about the type of quality you observed (was it referred to as “quality indicators, WWC, CEC quality, etc.)
Note: The following codes are for <b>DISABILITY only</b> ; these codes do not pertain to difficulty, low achievement, or risk.		
Disability (no type provided)	Number of Studies	<ul style="list-style-type: none"> <li>Authors refer to the studies as having students with disabilities, but the authors don’t specific what <i>kind/category</i> of disability.</li> </ul>

Learning Disability (may be called <i>specific</i> learning disability; SLD)	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with LD (general LD, or not specified by reading, writing, math)</li> </ul>
LD-Reading	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with LD-reading; may also be referred to as Dyslexia</li> </ul>
LD-math	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with LD-math; may also be referred to as Dyscalculia</li> </ul>
LD-Writing	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with LD-writing; may also be referred to as Dysgraphia</li> </ul>
Autism Spectrum Disorder (may also be referred to as pervasive developmental disorder; PDD)	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with ASD/PDD</li> </ul>
Developmental Delay or Intellectual Disability	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with developmental delay; intellectual disability (in older studies may also be referred to as mild mental retardation [MMR] or mental retardation [MR]; could also be called cognitive delay or cognitive disability).</li> </ul>
Other Health Impairment (OHI)	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with OHI</li> </ul>
ADHD specifically	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with ADHD (note, this code might be a duplicate to OHI; the purpose of this code is to determine how many OHI studies are focusing specifically on ADHD)</li> </ul>
Emotional Behavioral Disorder (EBD)	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with EBD (may also be referred to as emotional disorder, behavior disability, emotional disability)</li> </ul>
Speech or language impairment (Speech)	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with Speech/Language Impairment</li> </ul>
Visual impairment/blindness (VI)	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with visual impairment/blindness</li> </ul>
Deaf	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students who are Deaf (see note for DHH)</li> </ul>

Hearing Impairment	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students who have a hearing impairment (see note for DHH)</li> </ul>
DHH	Number of Studies	<ul style="list-style-type: none"> <li>Note: if studies do not distinguish between Deaf and Hearing Impairment; put all studies in Deaf Hard of Hearing (DHH) category</li> </ul>
Deaf-blindness	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students who are deaf-blind</li> </ul>
Orthopedic Impairment	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students who have an orthopedic impairment</li> </ul>
Traumatic brain injury (TBI)	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with TBI</li> </ul>
Multiple disabilities	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with multiple disabilities</li> </ul>
Other	Number of Studies	<ul style="list-style-type: none"> <li>List the number of studies with students with other identified disabilities (e.g., Tourette's, anxiety)</li> </ul>
Note: The following codes are for <b>difficulty, low achievement, or risk only</b> . These codes do not pertain to disability.		
General Risk (no type provided)	Number of Studies	<ul style="list-style-type: none"> <li>Authors refer to the studies as having students with risk, but the authors don't specific what <i>kind/category</i> of risk.</li> </ul>
Reading Difficulty	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with reading difficulty; poor readers/spellers, reading challenged; low reaching achievement</li> </ul>
Math Difficulty	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with math difficulty; poor computation, math challenged; low math achievement</li> </ul>
Writing Difficulty	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with writing difficulty; poor writing, writing challenged; low writing achievement</li> </ul>
Behavior Risk	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with behavior risk; behavior challenge; emotional risk; emotional difficulty' behavior difficulty; externalizing or internalizing symptoms</li> </ul>
ADHD	Number of Studies	<ul style="list-style-type: none"> <li>List the number of studies with students with ADHD "symptoms" or "risk of ADHD symptoms" but not actually diagnosed with ADHD</li> </ul>

Other risk (specified)	Number of Studies	<ul style="list-style-type: none"> <li>List number of studies with students with other types of risk (not included in this list above and not general)</li> </ul>
Other risk Information	Number of Studies	<ul style="list-style-type: none"> <li>Record what the studies indicate the risk is related to</li> </ul>
Unable to Determine Risk versus Disability	Number of Studies	<ul style="list-style-type: none"> <li>Use this code (instead of other columns) when the authors refer to studies as “risk and/or disability” but do not specify the exact number of disability studies VERSUS risk studies (so, they lumped all disability and risk together and did not provide any information on categories)</li> </ul>

#### Section 4. Participant Demographics Codes

*Note: always convert percent (%) given to raw data; always report (NR) or (-) if no data are reported for tracking purposes*

Variable	Code	Explanation
Total N	Number	<ul style="list-style-type: none"> <li>List the total number of participants across studies</li> </ul>
Mean Age or Range	Number (years)	<ul style="list-style-type: none"> <li>List the mean age of participants (years, months; 8, 11 for 8 years, 11 months)</li> </ul>
Gender Reported	Select one: 1 = yes 0 = no	<ul style="list-style-type: none"> <li>Yes = the meta-analysis provided some information on gender of children</li> <li>No = the meta-analysis did not provide any information on gender of children</li> </ul>
Males	Number ( <b>convert percent to number</b> )	<ul style="list-style-type: none"> <li>Total number of participants identified as male</li> </ul>
Females	Number of Children	<ul style="list-style-type: none"> <li>Total number of participants identified as female</li> </ul>
Race Reported	Select one: 1 = yes 0 = no	<ul style="list-style-type: none"> <li>Yes = the meta-analysis provided some information on race/ethnicity of children</li> <li>No = the meta-analysis did not provide any information on race/ethnicity of children</li> </ul>
Race/ethnicity: White	Number of Children	<ul style="list-style-type: none"> <li>Total number of participants identified as White</li> </ul>
Race/ethnicity: Black/African American	Number of Children	<ul style="list-style-type: none"> <li>Total number of participants identified as Black/African American</li> </ul>
Race/ethnicity: Asian American	Number of Children	<ul style="list-style-type: none"> <li>Total number of participants identified as Asian American</li> </ul>

Race/ethnicity: Hispanic/Latino	Number of Children	<ul style="list-style-type: none"> <li>Total number of participants identified as Hispanic/Latino</li> </ul>
Race/ethnicity: American Indian/Native American	Number of Children	<ul style="list-style-type: none"> <li>Total number of participants identified as American Indian/Native American</li> </ul>
Race/ethnicity: Other	Number of Children	<ul style="list-style-type: none"> <li>Total number of participants identified as Other</li> </ul>
Race/ethnicity NOT REPORTED	Number of Children	<ul style="list-style-type: none"> <li>Total number of participants for whom race was NOT REPORTED (or it was just not even mentioned in the meta-analysis)</li> </ul>
ELL/ESL Reported	Select one: 1 = yes 0 = no	<ul style="list-style-type: none"> <li>Yes = the meta-analysis provided some information on ELL status of children</li> <li>No = the meta-analysis did not provide any information on ELL status of children</li> </ul>
English Learners (EL; ELL; ESL) and/or Limited English Proficient (LEP)	Number of Children	<ul style="list-style-type: none"> <li>Total number of participants identified as EL, ELL, LEP</li> </ul>
SES or FRL Reported	Select one: 1 = yes 0 = no	<ul style="list-style-type: none"> <li>Yes = the meta-analysis provided some information on SES or FRL status of children</li> <li>No = the meta-analysis did not provide any information on SES or FRL status of children</li> </ul>
Free/reduced lunch (FRL) or Low Socio-economic status (SES)	Number of Children	Total number of participants identified as receiving FRL or considered low SES due to another metric
<b>Use separate columns for DISABILITY and RISK</b>		
Disability (not specific)	Number of Children	<ul style="list-style-type: none"> <li>Total number of students identified as “having a disability” but the meta-analysis does not indicate what type of disability those students have.</li> </ul>
Risk (not specific)	Number of Children	<ul style="list-style-type: none"> <li>Total number of students identified as “at risk (or another similar term)” but the meta-analysis does not indicate what type of risk those students have.</li> </ul>
Specific Learning Disability	Number of Children	<ul style="list-style-type: none"> <li>Total number of <i>students</i> identified with LD</li> </ul>
LD Risk	Number of Children	<ul style="list-style-type: none"> <li>Total number of students identified as at-risk for LD</li> </ul>
LD (not disaggregated)	Number of Children	<ul style="list-style-type: none"> <li>Total number of students identified as LD or at-risk of LD if disaggregated numbers were not reported</li> </ul>

LD-Reading	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with SLD-reading</li> </ul>
LD Reading Risk	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as at-risk for SLD-reading</li> </ul>
LD-Reading (not disaggregated)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as SLD-reading or at-risk of SLD-reading if disaggregated numbers were not reported</li> </ul>
LD-math	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with SLD-math</li> </ul>
LD Math Risk	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as at-risk for SLD-math</li> </ul>
LD-Math (not disaggregated)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as SLD-math or at-risk of SLD-math if disaggregated numbers were not reported</li> </ul>
LD-Writing	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with SLD-writing</li> </ul>
LD Writing Risk	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as at-risk for SLD-writing</li> </ul>
LD-Writing (not disaggregated)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as SLD-writing or at-risk of SLD-writing if disaggregated numbers were not reported</li> </ul>
Autism Spectrum Disorder (ASD or <i>Pervasive Developmental Delay</i> ; PDD; Asperger's)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with ASD or Asperger's. Other terms may be used.</li> </ul>
ASD/PDD Risk	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as at-risk for ASD</li> </ul>
ASD/PDD (not disaggregated)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as ASD or at-risk of ASD if disaggregated numbers were not reported</li> </ul>
		<ul style="list-style-type: none"> <li>●</li> </ul>
Other Health Impairment (OHI)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with OHI</li> </ul>
OHI Risk	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as at-risk for OHI</li> </ul>
OHI (not disaggregated)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as OHI or at-risk of OHI if disaggregated numbers were not reported</li> </ul>
ADHD specifically	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with ADHD</li> </ul>
ADHD Risk	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as at-risk for ADHD</li> </ul>

ADHD (not disaggregated)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as ADHD or at-risk of OHI-ADHD if disaggregated numbers were not reported</li> </ul>
Emotional Behavioral Disorder	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with EBD</li> </ul>
EBD Risk	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as at-risk for EBD/Behavior</li> </ul>
EBD (not disaggregated)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as EBD or at-risk of EBD/Behavior if disaggregated numbers were not reported</li> </ul>
Speech or language impairment	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with SLI</li> </ul>
Speech or language impairment Risk	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as at-risk for SLI</li> </ul>
Speech or language impairment (not disaggregated)	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students identified as SLI or at-risk of SLI if disaggregated numbers were not reported</li> </ul>
There is no risk count for the categories below because you can't be at-risk in these areas.		
Developmental Delay; Intellectual Disability; Cognitive Disability	Number of Children	<ul style="list-style-type: none"> <li>● Total number of students with developmental delay, developmental disability, cognitive disability/delay, mild mental retardation, mental retardation (also refers to specific disabilities such as Down's Syndrome)</li> </ul>
Visual impairment/blindness	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with Visual impairment/blindness</li> </ul>
Deaf	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified who are Deaf</li> </ul>
Hearing Impairment	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with Hearing Impairment</li> </ul>
DHH	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified who are DHH (if studies do not distinguish between Deaf and Hearing Impairment; put all studies in Deaf Hard of Hearing [DHH] category)</li> </ul>
Deaf-blindness	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with Deaf-Blindness</li> </ul>
Orthopedic Impairment	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with orthopedic impairment</li> </ul>

Traumatic brain injury	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with TBI</li> </ul>
Multiple disabilities	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with multiple disabilities</li> </ul>
Other	Number of Children	<ul style="list-style-type: none"> <li>● Total number of <i>students</i> identified with another type of disability not listed here</li> </ul>

**5. High Leverage Practices: Collaboration**

<b>Variable</b>	<b>Code (any code of 1 means you must TAG YOUR PDF)</b>	<b>Explanation</b>
HLP1: Collaborate with professionals to increase student success.	Select one: 0 = no 1 = yes	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers collaborating with general education teachers, paraprofessionals, and support staff to support students’ learning toward measurable outcomes. Examples include:</p> <ul style="list-style-type: none"> <li>● Facilitating students’ social and emotional well-being across all school environments and instructional settings (e.g., co-taught).</li> <li>● Using collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data.</li> <li>● Coordinating expectations, responsibilities, and resources to maximize student learning.</li> </ul>
HLP2: Organize and facilitate effective meetings with professionals and families.	Select one: 0 = no 1 = yes	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers leading and participating in a range of meetings (e.g., meetings with families, IEP teams, individualized family services plan [IFSP] teams, instructional planning) with the purpose of identifying clear, measurable student outcomes and developing</p>

		<p>instructional and behavioral plans that support these outcomes. Examples include:</p> <ul style="list-style-type: none"> <li>• Developing a meeting agenda, allocating time to meet the goals of the agenda, and leading in ways that encourage consensus building</li> <li>• Promoting positive verbal and nonverbal communication, encouraging the sharing of multiple perspectives, demonstrating active listening, and soliciting feedback.</li> </ul>
HLP3: Collaborate with families to support student learning and secure needed services.	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers collaborating with families about individual children’s needs, goals, programs, and progress over time and ensure families are informed about their rights as well as about special education processes (e.g., IEPs, IFSPs). Examples include:</p> <ul style="list-style-type: none"> <li>• Communicating with considering the background, socioeconomic status, language, culture, and priorities of the family.</li> <li>• Advocating for resources to help students meet instructional, behavioral, social, and transition goals.</li> <li>• Encouraging students/families to self-advocate, with the goal of fostering self-determination over time.</li> </ul>
Summary	Notes	In addition to following the outlined tagging procedures for results for HLPs 1-3, in 1-2 sentences summarize the results of the study specifically related to the Collaboration HLPs.

**6. High Leverage Practices: Assessment**

Variable	Code (any code of 1 means you must TAG YOUR PDF)	Explanation
HLP4: Use multiple sources of information to develop a comprehensive understanding	<p>Select one: 0 = no 1 = yes</p>	The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers compiling a comprehensive learner profile through the use of a

<p>of a student's strengths and needs.</p>		<p>variety of assessment measures (e.g., informal and formal observations, work samples, curriculum-based measures, functional behavior assessment [FBA], school files, analysis of curriculum, information from families, other data sources) and other sources (e.g., information from parents, general educators, other stakeholders). Examples include:</p> <ul style="list-style-type: none"> <li>● Using assessments that are sensitive to language and culture</li> <li>● Using multiple methods to analyze and describe students' strengths and needs</li> <li>● Using multiple methods to analyze the school-based learning environments to determine potential supports and barriers to students' academic progress.</li> <li>● Creating an individualized profile of the student's strengths and needs</li> </ul>
<p>HLP5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers interpreting assessment information for stakeholders (i.e., other professionals, families, students) and involve them in the assessment, goal development, and goal implementation process. Examples include:</p> <ul style="list-style-type: none"> <li>● Interpreting assessment results</li> <li>● Helping key stakeholders understand how culture and language influence interpretation of data generated</li> <li>● Using data to collaboratively develop and implement individualized education and transition plans</li> </ul>
<p>HLP6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers evaluating and making ongoing adjustments to students' instructional programs. Examples include:</p>

		<ul style="list-style-type: none"> <li>Managing and engaging in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals).</li> <li>Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making.</li> <li>Understanding when to retain, reuse, and extend practices that improve student learning and adjust or discard those that do not.</li> </ul>
Summary	Notes	In addition to following the outlined tagging procedures for results for HLPs 4-6, in 1-2 sentences summarize the results of the study specifically related to the Assessment HLPs.

**7. High Leverage Practices: Social/Emotional/Behavior**

Variable	Code (any code of 1 means you must TAG YOUR PDF)	Explanation
HLP7: Establish a consistent, organized, and respectful learning environment.	Select one: 0 = no 1 = yes	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers establishing age- appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year. Examples may include:</p> <ul style="list-style-type: none"> <li>Establishing, following, and reinforcing expectations of all students</li> <li>Building and fostering positive relationships</li> <li>Providing age-appropriate specific performance feedback in meaningful and caring ways</li> <li>Being respectful; and valuing ethnic, cultural, contextual, and linguistic diversity</li> </ul>

<p>HLP8: Provide positive and constructive feedback to guide students' <b>social/emotional/behavior skills</b>.</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers using effective feedback to increase student motivation, engagement, and independence, leading to improved student learning and behavior. Examples may include:</p> <ul style="list-style-type: none"> <li>● Feedback that is strategically delivered and goal directed</li> </ul> <p>Feedback that is verbal, nonverbal, or written, and is timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning.</p>
<p>HLP9: Teach social behaviors.</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers explicitly teaching appropriate interpersonal skills, including communication, and self-management, aligning lessons with classroom and schoolwide expectations for student behavior. Examples include:</p> <ul style="list-style-type: none"> <li>● Prior to teaching, teachers determine the nature of the social skill challenge.</li> <li>● Direct social skills instruction</li> <li>● Prompting the student to use the skill and ensuring the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior.</li> </ul>
<p>HLP10: Conduct functional behavior assessments to develop individual student behavior support plans.</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers creating an individual behavior plan. Examples include:</p> <ul style="list-style-type: none"> <li>● Conducting a functional behavioral assessment (FBA) any time behavior is chronic, intense, or impedes learning.</li> <li>● Creating a hypothesis about the function of the student’s problem behavior.</li> </ul>

		<ul style="list-style-type: none"> <li>Monitoring progress on the behavior plan</li> </ul>
Summary	Notes	In addition to following the outlined tagging procedures for results for HLPs 7-10, in 1-2 sentences summarize the results of the study specifically related to the Social/Emotional/Behavior HLPs.

**8. High Leverage Practices: Instruction Codes**

Variable	Code (any code of 1 means you must TAG YOUR PDF)	Explanation
HLP11: Identify and prioritize long- and short-term learning goals.	Select one: 0 = no 1 = yes	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers prioritizing meaningful access to relevant curricula.</p> <ul style="list-style-type: none"> <li>This may include teachers: using grade-level standards, assessment data and learning progressions, students’ prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize.</li> <li>This may also include teachers developing and measuring long- and short-term goals.</li> </ul>
HLP12: Systematically design instruction toward a specific learning goal.	Select one: 0 = no 1 = yes	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers helping students to develop important concepts and skills that provide the foundation for more complex learning.</p> <ul style="list-style-type: none"> <li>This may include: sequenced lessons that build on each other and make explicit connections, in both planning and delivery.</li> <li>This may include activating students’ prior knowledge and show how each lesson “fits” with previous ones.</li> <li>This may include teachers’ careful consideration of learning goals, what is involved in reaching the goals, and allocating time accordingly.</li> </ul>

		<ul style="list-style-type: none"> <li>This may include teachers making ongoing changes or adjustments (e.g., pacing, examples) throughout the lessons based on student performance.</li> </ul>
HLP13: Adapt curriculum tasks and materials for specific learning goals.	Select one: 0 = no 1 = yes	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers assessing individual student needs and adapting curriculum materials and tasks so that students can meet instructional goals.</p> <ul style="list-style-type: none"> <li>This may include teachers selecting materials and tasks based on student needs.</li> <li>This may include using relevant technology.</li> <li>This may include making modifications, changing task directions, and decreasing amounts of material.</li> </ul>
HLP14: Teach cognitive and metacognitive strategies to support learning and independence.	Select one: 0 = no 1 = yes	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers explicitly teaching cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning.</p> <ul style="list-style-type: none"> <li>This may include strategies for regulating attention, organizing thoughts and materials, and monitoring one's own thinking and performance.</li> </ul>
HLP15: Provide scaffolded supports.	Select one: 0 = no 1 = yes	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers scaffolding supports or providing temporary assistance to students so they can successfully complete tasks that they cannot yet do independently. Teachers gradually remove the supports once they are no longer needed (or intend to remove).</p> <ul style="list-style-type: none"> <li>This may include using visual, verbal, and written supports.</li> </ul>

HLP16: Use explicit instruction.	Select one: 0 = no 1 = yes	The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers making content, skills, and concepts explicit. <ul style="list-style-type: none"> <li>Teachers may make information explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts.</li> <li>This may include modeling, using examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information.</li> </ul>
HLP17: Use flexible grouping.	Select one: 0 = no 1 = yes	The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers assigning students to homogeneous and heterogeneous groups based on learning goals. <ul style="list-style-type: none"> <li>This means that teachers may also monitor peer interactions, and provide positive and corrective feedback to support productive learning.</li> <li>Teachers may use small learning groups to accommodate learning differences, promote in-depth academic-related interactions, and teach students to work collaboratively.</li> <li>This may include teachers emphasizing collaboration and using use procedures to hold students accountable for collective and individual learning.</li> </ul>
HLP18: Use strategies to promote active student engagement.	Select one: 0 = no 1 = yes	The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers using a variety of instructional strategies that result in active student responding.

		<ul style="list-style-type: none"> <li>• This may include promoting engagement by connecting learning to students’ lives and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e.g., cooperative learning and peer tutoring), student-regulated (e.g., self-management), and technology-supported strategies shown empirically to increase student engagement.</li> </ul> <p>use of these strategies does not equal a code of “yes” unless the authors make a specific connection to promoting active engagement.</p>
<p>HLP19: Use assistive and instructional technologies.</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers selecting and implementing assistive and instructional technologies. This may include:</p> <ul style="list-style-type: none"> <li>• Using augmentative and alternative communication devices and assistive and instructional technology products</li> <li>• Evaluating technology options to make informed instructional decisions</li> <li>• Using technology to meet IEP goals</li> <li>• Using technology in a UDL framework</li> </ul>
<p>HLP20a: Provide intensive instruction (according to CEC criteria)</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers matching the intensity of instruction to the intensity of the student’s learning and behavioral challenges. Intensive intervention may include:</p> <ul style="list-style-type: none"> <li>• Working with students with similar needs on a small number of high priority, clearly defined skills.</li> <li>• Grouping students based on common learning needs</li> </ul>

		<ul style="list-style-type: none"> <li>● Using systematic, explicit and intentionally sequenced/paced lessons identified as “intensive intervention”</li> <li>● Frequently monitoring students’ progress and adjusting their instruction accordingly.</li> </ul> <p>Note: Here, we are considering any author identified <i>intervention</i> as “intensive” as it <i>may</i> represent instruction that is more intensive than the instruction the student receives in their previous/other environment. The authors refer to practice as an intervention, but practice <i>MAY</i> not meet criteria for 20b. In addition, if the authors do not refer to the instruction as “intervention” you may consider a different HLP such as scaffolded instruction.</p>
<p>HLP20b: Provide intensive intervention (according to <i>our</i> criteria)</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers matching the intensity of instruction to the intensity of the student’s learning and behavioral challenges. Intensive intervention may include:</p> <ul style="list-style-type: none"> <li>● More than three intervention sessions per week, or the authors clearly state the rationale for the dosage/intensity of the intervention</li> <li>● Evidence of students’ non-responsiveness in Tier 2.</li> <li>● Smaller groups (1-3) students</li> <li>● Content area expert, researcher, or someone provided specific training as interventionist</li> <li>● Frequently monitoring students’ progress and adjusting their instruction accordingly (once per week or once every other week monitoring progress)</li> </ul> <p>Note: all of these skills may be present in interventions that are not <i>intensive</i>; intensive intervention is usually designated as “individualized” “intensive intervention” “Tier 3.”</p>

<p>HLP21: Teach students to maintain and generalize new learning across time and settings.</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers using specific techniques to teach students to generalize and maintain newly acquired knowledge and skills. Examples of this may include:</p> <ul style="list-style-type: none"> <li>● Students learn to apply what they have learned in other settings or maintain use of skills and concepts in the absence of ongoing instruction</li> <li>● Educators systematically using schedules of reinforcement, providing frequent material reviews, and teaching skills that are reinforced by the natural environment beyond the classroom.</li> </ul>
<p>HLP22: Provide positive and constructive feedback to guide students' <b>academic learning</b>.</p>	<p>Select one: 0 = no 1 = yes</p>	<p>The study provides <b>summarized quantitative results</b> (e.g., summary effect, results from a meta-regression, moderator analysis) related to <b>student outcomes</b> as a result of teachers using effective feedback to increase student motivation, engagement, and independence, leading to improved student learning and behavior. Examples may include:</p> <ul style="list-style-type: none"> <li>● Feedback that is strategically delivered and goal directed</li> <li>● Feedback that is verbal, nonverbal, or written, and is timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning</li> </ul>
<p>Summary</p>	<p>Notes</p>	<p>In addition to following the outlined tagging procedures for results for HLPs 11-22, in 1-2 sentences summarize the results of the study specifically related to the Instruction HLPs.</p>

**9. Effect Size Coding**

Variable	Code	Explanation
Outcome	Name of outcome	This should be recorded as the type of outcome measure associated with the specific effect size. Examples may include: reading fluency, reading comprehension, behavior rating scale,

		math computation. Whenever possible, be specific. If you find yourself putting “math” or “reading” or “behavior” etc., see if you can be more specific about the actual skill that was measured and associated with the outcome. Some intervention meta-analyses might simply require a “reading” outcome, in that case, “reading” would be appropriate.
Effect Size Unit	Name of effect size unit	Record the type of effect size unit used, such as Tau U, Cohen’s d, Hedges’ g, Eta squared, etc.
Design	Type of Design	Record either: SCD, group, or both for each effect size.
Effect Size	Number	Provide the specific effect size reported for each outcome for each HLP.
Standard Error or Standard Deviation	Number	Record the SE and/or the SD associated with the effect size.
Confidence Interval	Number/information	Record the upper and lower 95% confidence interval; if another upper and lower CI is provided (e.g., 90%; make a note).
Number of Studies	Number	Record the number of studies associated with the effect size.
Number of Outcomes	Number	Record the number of outcomes (effects) associated with the summarized effect size.
Practice	Anecdotal	Record the specific practice associated with the effect size, providing more detail than the HLP number. For example, “peer mediated instruction to engage learners” or “explicit instruction with modeling and guided practice opportunities.”
Other Statistical Information	Number	If aggregated effect sizes are not reported, report other information as appropriate. For example: Results of a Meta-regression analysis and independent influence of isolated instructional components.