

**Artifact #6**

**Interventions to Support Learning and Behavior**

SPED 843: Advanced Methods & Assessment: Strategies for Students with Significant Behavior,  
Social & Emotional Need

Lakshmi Kartik

School of Education and Human Sciences, University of Kansas,

SPED 898: Masters Project

Dr. Sean Smith

**Feb 11, 2025**

## **Reflection on the Criticality of Evidence-Based Interventions in Special Education**

### **Purpose of the Assignment**

This assignment aimed to deepen our understanding of evidence-based practices (EBPs) for Tier 2 and Tier 3 interventions, ensuring students who need support beyond Tier 1 instruction receive effective, research-backed strategies. As someone passionate about reading interventions and their impact on student success, this assignment reinforced the importance of data-driven decision-making in special education. Utilizing the What Works Clearinghouse, we critically evaluated research-based interventions and selected **READ 180**, a Tier 2 literacy program for struggling readers in Grades 4-12. With a strong research foundation, READ 180 integrates technology, direct instruction, and leveled literature to improve reading comprehension, overall literacy achievement, and behavioral outcomes. Additionally, we created an intervention grid to guide implementation. We gained valuable insight into identifying appropriate interventions and determining settings, providers, duration, and progress monitoring measures—ensuring students receive targeted support tailored to their needs.

### **Revisions to the Assignment**

I received full marks and positive feedback from Dr. Irma Brasseur-Hock, with no suggestions for improvement. After reviewing the rubric and reflecting on the feedback, I fixed a couple of APA errors in terms of alignment. However, I plan to stay informed on research exploring READ 180's long-term effectiveness and continuously reflect on applying best practices in reading interventions, particularly for younger learners with more significant reading challenges.

### **Key Takeaways for My Future Role as a Special Educator**

This course was a steep learning curve that deepened my understanding of evidence-based interventions. It reinforced the importance of aligning research-backed strategies with students' unique needs, taking a systematic approach to intervention selection, and using progress monitoring data to drive decisions that enhance student outcomes. Although I am not in a school setting, my experience at the literacy assessment and intervention center, where I worked with students with mild ADHD and severe reading anxiety, provided invaluable insight into evidence-based reading interventions. Using the Orton-Gillingham approach, which mirrors READ 180's core principles of individualized instruction, data-driven decision-making, and social-emotional integration—I implemented structured phonics-based interventions, positive reinforcement, and close collaboration with parents and teachers. Over 12 weeks, they progressed from decoding simple CVC words to reading simple, complete sentences with improved fluency and comprehension.

This assignment reinforced key lessons that will shape my future practice. The READ 180 intervention grid demonstrated the value of a structured framework based on assessment data for targeted support. I also recognized the importance of integrating social-emotional and behavioral support into academic interventions, as emotional well-being is essential for boosting confidence and progress in Tier 2 and Tier 3 students. I learned the significance of data-driven decision-making, with clear entry and exit criteria to guide intervention adjustments. Lastly, I saw the profound impact of collaboration in special education—ongoing communication between educators, specialists, and families is crucial. Moving forward, I will continue to implement research-backed practices to provide targeted support for students' academic, behavioral, and social success.

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### **Professor Feedback:**

“Excellent work on this assignment you two! You provided clear and professional explanation of this intervention along with an APA designed grid. I provided further feedback in the attached document. Let me know if you have any questions. Thank you, Irma”

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