

Coding Form EBP

PID 404

Codebook ▾

Data Dictionary Codebook

06/10/2020 11:41am

[^ Collapse all instruments](#)

#	Variable / Field Name	Field Label <i>Field Note</i>	Field Attributes (Field Type, Validation, Choices, Calculations, etc.)																						
Instrument: Report Characteristics (report_characteristics) ^ Collapse																									
1	record_id	Record ID	text																						
2	title	Title of Article	text, Required																						
3	author	Authors	text, Required																						
4	pub_year	Year Published	text, Required																						
5	peer_reviewed	Peer Reviewed <i>If unable to determine, mark NO</i>	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No																		
1	Yes																								
0	No																								
6	source_type	Source Type <i>add the "other" source in the "additional information" field (end of this section)</i>	radio, Required <table border="1"> <tr><td>1</td><td>peer reviewed journal article</td></tr> <tr><td>2</td><td>open source journal article</td></tr> <tr><td>3</td><td>systematic review</td></tr> <tr><td>4</td><td>meta-analysis</td></tr> <tr><td>5</td><td>conference paper/presentation</td></tr> <tr><td>6</td><td>private report</td></tr> <tr><td>7</td><td>government report</td></tr> <tr><td>8</td><td>dissertation</td></tr> <tr><td>9</td><td>thesis</td></tr> <tr><td>10</td><td>book/chapter</td></tr> <tr><td>11</td><td>other</td></tr> </table>	1	peer reviewed journal article	2	open source journal article	3	systematic review	4	meta-analysis	5	conference paper/presentation	6	private report	7	government report	8	dissertation	9	thesis	10	book/chapter	11	other
1	peer reviewed journal article																								
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6	private report																								
7	government report																								
8	dissertation																								
9	thesis																								
10	book/chapter																								
11	other																								
7	study_design	Study Design <i>add the "other" source in the "additional information" field (end of this section)</i>	radio, Required <table border="1"> <tr><td>1</td><td>experimental</td></tr> <tr><td>2</td><td>quasi-experimental</td></tr> <tr><td>3</td><td>single subject</td></tr> <tr><td>4</td><td>case study</td></tr> <tr><td>5</td><td>other</td></tr> </table>	1	experimental	2	quasi-experimental	3	single subject	4	case study	5	other												
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4	case study																								
5	other																								
8	production	Organization that produced the report? <i>add the "other" source in the "additional information" field (end of this section)</i>	radio, Required <table border="1"> <tr><td>1</td><td>university</td></tr> <tr><td>2</td><td>government agency</td></tr> <tr><td>3</td><td>contract research firm</td></tr> <tr><td>4</td><td>other</td></tr> </table>	1	university	2	government agency	3	contract research firm	4	other														
1	university																								
2	government agency																								
3	contract research firm																								
4	other																								
9	funding_source	Research conducted using funds from a grant or other sponsor?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Not identified/can't tell</td></tr> </table>	1	Yes	2	No	3	Not identified/can't tell																
1	Yes																								
2	No																								
3	Not identified/can't tell																								
10	funding_branch <i>Show the field ONLY if: [funding_source] = '1'</i>	Who provided the funds?	text																						

11	additional_clarifying	Additional Information <i>be sure to include section of information (e.g., study design)</i>	text																		
12	report_characteristics_complete	Section Header: <i>Form Status</i> Complete?	dropdown <table border="1"> <tr><td>0</td><td>Incomplete</td></tr> <tr><td>1</td><td>Unverified</td></tr> <tr><td>2</td><td>Complete</td></tr> </table>	0	Incomplete	1	Unverified	2	Complete												
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Instrument: Participant Characteristics (participant_characteristics)			^ Collapse																		
13	control_y_n	Was a control/comparison group used in the study?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown</td></tr> </table>	1	Yes	2	No	3	Unknown												
1	Yes																				
2	No																				
3	Unknown																				
14	sample_size	What is the total sample size?	text (number), Required																		
15	samplesize2 <small>Show the field ONLY if: [control_y_n] = '1'</small>	What was the sample size of each group?	text																		
16	disability	Which labels best match those applied to the study sample?	checkbox, Required <table border="1"> <tr><td>1</td><td>disability__1</td><td>specific language impairment (SLI)</td></tr> <tr><td>2</td><td>disability__2</td><td>learning disabled (LD)</td></tr> <tr><td>3</td><td>disability__3</td><td>at-risk</td></tr> <tr><td>4</td><td>disability__4</td><td>average/typically developing</td></tr> <tr><td>5</td><td>disability__5</td><td>mental-age matched</td></tr> <tr><td>6</td><td>disability__6</td><td>high achieving</td></tr> </table>	1	disability__1	specific language impairment (SLI)	2	disability__2	learning disabled (LD)	3	disability__3	at-risk	4	disability__4	average/typically developing	5	disability__5	mental-age matched	6	disability__6	high achieving
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5	disability__5	mental-age matched																			
6	disability__6	high achieving																			
17	language_used	Primary Language of Participants (e.g., English)	text, Required																		
18	diagnoses	Participants included because of learning or language disability status?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unclear</td></tr> </table>	1	Yes	2	No	3	Unclear												
1	Yes																				
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19	diagnosis_categories <small>Show the field ONLY if: [diagnoses] = '1'</small>	Diagnoses	checkbox, Required <table border="1"> <tr><td>1</td><td>diagnosis_categories__1</td><td>language disability/impairment (SLI)</td></tr> <tr><td>2</td><td>diagnosis_categories__2</td><td>learning disability/impairment (LD)</td></tr> <tr><td>3</td><td>diagnosis_categories__3</td><td>at-risk (sub-clinical)</td></tr> <tr><td>4</td><td>diagnosis_categories__4</td><td>Autism</td></tr> <tr><td>5</td><td>diagnosis_categories__5</td><td>Multiple Impairments (MU)</td></tr> <tr><td>6</td><td>diagnosis_categories__6</td><td>Mildly cognitively impaired (MCI)</td></tr> </table>	1	diagnosis_categories__1	language disability/impairment (SLI)	2	diagnosis_categories__2	learning disability/impairment (LD)	3	diagnosis_categories__3	at-risk (sub-clinical)	4	diagnosis_categories__4	Autism	5	diagnosis_categories__5	Multiple Impairments (MU)	6	diagnosis_categories__6	Mildly cognitively impaired (MCI)
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6	diagnosis_categories__6	Mildly cognitively impaired (MCI)																			
20	intervention	What types of intervention were participants receiving (or had they previously been receiving)?	checkbox, Required <table border="1"> <tr><td>1</td><td>intervention__1</td><td>speech (private or school-based)</td></tr> <tr><td>2</td><td>intervention__2</td><td>special education (resource, IEP for academics)</td></tr> <tr><td>3</td><td>intervention__3</td><td>behavioral</td></tr> <tr><td>4</td><td>intervention__4</td><td>tutoring</td></tr> <tr><td>5</td><td>intervention__5</td><td>not stated/unclear</td></tr> <tr><td>6</td><td>intervention__6</td><td>other</td></tr> </table>	1	intervention__1	speech (private or school-based)	2	intervention__2	special education (resource, IEP for academics)	3	intervention__3	behavioral	4	intervention__4	tutoring	5	intervention__5	not stated/unclear	6	intervention__6	other
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5	intervention__5	not stated/unclear																			
6	intervention__6	other																			

21	control Show the field ONLY if: [control_y_n] = '1'	Were control participants matched for performance in language and learning or typically developing/average?	radio, Required <table border="1"> <tr><td>1</td><td>performance level match</td></tr> <tr><td>2</td><td>chronological age match with average peers</td></tr> <tr><td>3</td><td>mental age match</td></tr> <tr><td>4</td><td>unclear</td></tr> </table>	1	performance level match	2	chronological age match with average peers	3	mental age match	4	unclear																			
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3	mental age match																													
4	unclear																													
22	dis_type	If participants in study were delayed/impaired in learning and/or language, which areas were affected?	checkbox, Required <table border="1"> <tr><td>1</td><td>dis_type__1</td><td>receptive language</td></tr> <tr><td>2</td><td>dis_type__2</td><td>expressive language</td></tr> <tr><td>3</td><td>dis_type__3</td><td>language comprehension</td></tr> <tr><td>4</td><td>dis_type__4</td><td>reading/decoding</td></tr> <tr><td>5</td><td>dis_type__5</td><td>writing</td></tr> <tr><td>6</td><td>dis_type__6</td><td>oral language</td></tr> <tr><td>7</td><td>dis_type__7</td><td>academic performance</td></tr> <tr><td>8</td><td>dis_type__8</td><td>articulation/motor</td></tr> </table>	1	dis_type__1	receptive language	2	dis_type__2	expressive language	3	dis_type__3	language comprehension	4	dis_type__4	reading/decoding	5	dis_type__5	writing	6	dis_type__6	oral language	7	dis_type__7	academic performance	8	dis_type__8	articulation/motor			
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8	dis_type__8	articulation/motor																												
23	ses	What was the SES of students in the sample?	radio, Required <table border="1"> <tr><td>1</td><td>low SES</td></tr> <tr><td>2</td><td>low-middle SES</td></tr> <tr><td>3</td><td>middle SES</td></tr> <tr><td>4</td><td>middle-high SES</td></tr> <tr><td>5</td><td>high SES</td></tr> <tr><td>6</td><td>labeled as mixed</td></tr> <tr><td>7</td><td>not identified</td></tr> </table>	1	low SES	2	low-middle SES	3	middle SES	4	middle-high SES	5	high SES	6	labeled as mixed	7	not identified													
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5	high SES																													
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7	not identified																													
24	age	What were the ages (in years) for the students in the sample?	checkbox <table border="1"> <tr><td>1</td><td>age__1</td><td>< 9</td></tr> <tr><td>2</td><td>age__2</td><td>9</td></tr> <tr><td>3</td><td>age__3</td><td>10</td></tr> <tr><td>4</td><td>age__4</td><td>11</td></tr> <tr><td>5</td><td>age__5</td><td>12</td></tr> <tr><td>6</td><td>age__6</td><td>13</td></tr> <tr><td>7</td><td>age__7</td><td>14</td></tr> <tr><td>8</td><td>age__8</td><td>15</td></tr> <tr><td>9</td><td>age__9</td><td>>15</td></tr> </table>	1	age__1	< 9	2	age__2	9	3	age__3	10	4	age__4	11	5	age__5	12	6	age__6	13	7	age__7	14	8	age__8	15	9	age__9	>15
1	age__1	< 9																												
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6	age__6	13																												
7	age__7	14																												
8	age__8	15																												
9	age__9	>15																												
25	school_level	What school-level were the participants enrolled in?	radio, Required <table border="1"> <tr><td>1</td><td>pre-K</td></tr> <tr><td>2</td><td>elementary</td></tr> <tr><td>3</td><td>junior high or middle school</td></tr> <tr><td>4</td><td>high school</td></tr> <tr><td>5</td><td>college +</td></tr> </table>	1	pre-K	2	elementary	3	junior high or middle school	4	high school	5	college +																	
1	pre-K																													
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3	junior high or middle school																													
4	high school																													
5	college +																													
26	sex	What sexes were represented in the samples?	checkbox, Required <table border="1"> <tr><td>1</td><td>sex__1</td><td>Male</td></tr> <tr><td>2</td><td>sex__2</td><td>Female</td></tr> <tr><td>3</td><td>sex__3</td><td>Unidentified</td></tr> </table>	1	sex__1	Male	2	sex__2	Female	3	sex__3	Unidentified																		
1	sex__1	Male																												
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3	sex__3	Unidentified																												
27	sex2 Show the field ONLY if: [sex(1)] = '1' and [sex(2)] = '1'	Were the sexes equally represented in the sample? <i>describe percentage of each sex or other as identified in study</i>	text, Required																											

28	race_ethnicity	Which races/ethnicities were represented in the sample?	checkbox, Required <table border="1"> <tr><td>1</td><td>race_ethnicity__1</td><td>Caucasian</td></tr> <tr><td>2</td><td>race_ethnicity__2</td><td>African American/black</td></tr> <tr><td>3</td><td>race_ethnicity__3</td><td>Hispanic/Latino</td></tr> <tr><td>4</td><td>race_ethnicity__4</td><td>Pacific Islander</td></tr> <tr><td>5</td><td>race_ethnicity__5</td><td>Native American</td></tr> <tr><td>6</td><td>race_ethnicity__6</td><td>Asian</td></tr> <tr><td>7</td><td>race_ethnicity__7</td><td>Multiracial</td></tr> <tr><td>8</td><td>race_ethnicity__8</td><td>Unknown/unclear</td></tr> </table>	1	race_ethnicity__1	Caucasian	2	race_ethnicity__2	African American/black	3	race_ethnicity__3	Hispanic/Latino	4	race_ethnicity__4	Pacific Islander	5	race_ethnicity__5	Native American	6	race_ethnicity__6	Asian	7	race_ethnicity__7	Multiracial	8	race_ethnicity__8	Unknown/unclear
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29	participant_characteristics_complete	Section Header: <i>Form Status</i> Complete?	dropdown <table border="1"> <tr><td>0</td><td>Incomplete</td></tr> <tr><td>1</td><td>Unverified</td></tr> <tr><td>2</td><td>Complete</td></tr> </table>	0	Incomplete	1	Unverified	2	Complete																		
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1	Unverified																										
2	Complete																										
Instrument: Intervention Characteristics (intervention_characteristics)			^ Collapse																								
30	interventionname	Name of intervention	text, Required																								
31	interventiondescription	Brief description of intervention	text, Required																								
32	intervention_focus	Which of the following characteristics were a focus of the discourse intervention?	checkbox <table border="1"> <tr><td>1</td><td>intervention_focus__1</td><td>reading comprehension</td></tr> <tr><td>2</td><td>intervention_focus__2</td><td>listening comprehension</td></tr> <tr><td>3</td><td>intervention_focus__3</td><td>oral production</td></tr> <tr><td>4</td><td>intervention_focus__4</td><td>written production</td></tr> <tr><td>5</td><td>intervention_focus__5</td><td>unknown</td></tr> </table>	1	intervention_focus__1	reading comprehension	2	intervention_focus__2	listening comprehension	3	intervention_focus__3	oral production	4	intervention_focus__4	written production	5	intervention_focus__5	unknown									
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3	intervention_focus__3	oral production																									
4	intervention_focus__4	written production																									
5	intervention_focus__5	unknown																									
33	discourse_type	Which discourse genre is targeted in the intervention?	checkbox, Required <table border="1"> <tr><td>1</td><td>discourse_type__1</td><td>narrative</td></tr> <tr><td>2</td><td>discourse_type__2</td><td>expository</td></tr> <tr><td>3</td><td>discourse_type__3</td><td>unknown</td></tr> <tr><td>4</td><td>discourse_type__4</td><td>other</td></tr> </table>	1	discourse_type__1	narrative	2	discourse_type__2	expository	3	discourse_type__3	unknown	4	discourse_type__4	other												
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3	discourse_type__3	unknown																									
4	discourse_type__4	other																									
34	intervention_goal <small>Show the field ONLY if: [discourse_type(1)] = '1' or [discourse_type(2)] = '1'</small>	What was the primary goal of the intervention?	radio <table border="1"> <tr><td>1</td><td>narrative comprehension</td></tr> <tr><td>2</td><td>expository comprehension</td></tr> <tr><td>3</td><td>narrative production</td></tr> <tr><td>4</td><td>expository production</td></tr> <tr><td>5</td><td>oral language comprehension</td></tr> <tr><td>6</td><td>oral language production</td></tr> </table>	1	narrative comprehension	2	expository comprehension	3	narrative production	4	expository production	5	oral language comprehension	6	oral language production												
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4	expository production																										
5	oral language comprehension																										
6	oral language production																										
35	intervention_length	Total length of intervention and number of sessions? (e.g., 12 sessions over 4 weeks) <i>INCLUDE number of total sessions administered; weeks, months, years</i>	text, Required																								
36	session_time	How long was each intervention session? <i>minutes</i>	text, Required																								
37	session_type	Type of session	radio, Required <table border="1"> <tr><td>1</td><td>one-on-one</td></tr> <tr><td>2</td><td>pairs or small group</td></tr> <tr><td>3</td><td>group</td></tr> <tr><td>4</td><td>whole class</td></tr> <tr><td>5</td><td>unknown/unclear</td></tr> </table>	1	one-on-one	2	pairs or small group	3	group	4	whole class	5	unknown/unclear														
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4	whole class																										
5	unknown/unclear																										

38	intervention_admin	Who administered the intervention?	radio, Required <table border="1"> <tr><td>1</td><td>SLP</td></tr> <tr><td>2</td><td>researcher</td></tr> <tr><td>3</td><td>RA</td></tr> <tr><td>4</td><td>special education teacher</td></tr> <tr><td>5</td><td>classroom teacher</td></tr> <tr><td>6</td><td>unknown</td></tr> </table>	1	SLP	2	researcher	3	RA	4	special education teacher	5	classroom teacher	6	unknown
1	SLP														
2	researcher														
3	RA														
4	special education teacher														
5	classroom teacher														
6	unknown														
39	progress_monitor	Was progress-monitoring used throughout the intervention?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown</td></tr> </table>	1	Yes	2	No	3	Unknown						
1	Yes														
2	No														
3	Unknown														
40	progress_monitor_2 Show the field ONLY if: [progress_monitor] = '1'	What type of progress monitoring tool was used?	radio, Required <table border="1"> <tr><td>1</td><td>standardized</td></tr> <tr><td>2</td><td>informal</td></tr> <tr><td>3</td><td>researcher-developed protocol</td></tr> <tr><td>4</td><td>probe</td></tr> <tr><td>5</td><td>other</td></tr> </table>	1	standardized	2	informal	3	researcher-developed protocol	4	probe	5	other		
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41	fidelity	Were fidelity measures used?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown</td></tr> </table>	1	Yes	2	No	3	Unknown						
1	Yes														
2	No														
3	Unknown														
42	fidelity_percentage Show the field ONLY if: [fidelity] = '1'	What percentage of fidelity was reached?	text, Required												
43	intervention_group	Was there evidence that the intervention group might have also experienced a changed expectancy, novelty and/or disruption effect that the control group did not also experience?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown</td></tr> </table>	1	Yes	2	No	3	Unknown						
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44	control_yes_no	Was a control/comparison group included?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown</td></tr> </table>	1	Yes	2	No	3	Unknown						
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2	No														
3	Unknown														
45	control_tx Show the field ONLY if: [control_yes_no] = '1'	How were control groups treated?	radio, Required <table border="1"> <tr><td>1</td><td>business-as-usual</td></tr> <tr><td>2</td><td>compensating activity</td></tr> <tr><td>3</td><td>alternative intervention</td></tr> <tr><td>4</td><td>delayed intervention</td></tr> </table>	1	business-as-usual	2	compensating activity	3	alternative intervention	4	delayed intervention				
1	business-as-usual														
2	compensating activity														
3	alternative intervention														
4	delayed intervention														
46	school Show the field ONLY if: [control_yes_no] = '1'	Were intervention and control groups drawn from the same school?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown</td></tr> </table>	1	Yes	2	No	3	Unknown						
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2	No														
3	Unknown														
47	tx_classrooms Show the field ONLY if: [school] = '1'	Were intervention and control groups drawn from the same grade?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown</td></tr> </table>	1	Yes	2	No	3	Unknown						
1	Yes														
2	No														
3	Unknown														

48	blinded1 Show the field ONLY if: [tx_classrooms] = '1'	Did participants, parents or teacher know who was in which condition?	radio, Required 1 Yes 2 No 3 Unknown
49	intervention_characteristics_complete	Section Header: <i>Form Status</i> Complete?	dropdown 0 Incomplete 1 Unverified 2 Complete
Instrument: Setting Characteristics (setting_characteristics) ^ Collapse			
50	location	Where were participants? (e.g., USA, Denmark)	text, Required
51	location2	If in United States, what states was the study conducted in? (use state abbreviations or geographic area like "southwest")	text, Required
52	location3	What type of community was the study conducted in?	radio, Required 1 urban 2 suburban 3 inner-city 4 rural 5 unknown
53	school_setting1	Was the intervention completed in a school setting?	radio, Required 1 Yes 2 No 3 Unclear/unknown
54	school_setting_2 Show the field ONLY if: [school_setting1] = '1'	What type of school(s) was the study conducted in?	radio, Required 1 public school 2 private school (secular) 3 private school (non-secular) 4 charter school 5 Montessori 6 unknown
55	setting2 Show the field ONLY if: [school_setting1] = '2'	In what setting was intervention completed?	radio, Required 1 university lab 2 clinic (university) 3 clinic (private) 4 home 5 mixed location 6 unknown/unclear
56	classroom_setting Show the field ONLY if: [school_setting1] = '1'	What classroom types were represented among the settings?	checkbox, Required 1 classroom_setting__1 regular education classroom 2 classroom_setting__2 special education classroom 3 classroom_setting__3 speech-language pathologist office 4 classroom_setting__4 small-group setting 5 classroom_setting__5 unknown/unclear

57	setting_characteristics_complete	Section Header: <i>Form Status</i> Complete?	dropdown <table border="1"> <tr><td>0</td><td>Incomplete</td></tr> <tr><td>1</td><td>Unverified</td></tr> <tr><td>2</td><td>Complete</td></tr> </table>	0	Incomplete	1	Unverified	2	Complete																		
0	Incomplete																										
1	Unverified																										
2	Complete																										
Instrument: Outcome Measure (outcome_measure) ^ Collapse																											
58	outcome_measure	What aspect of language did this outcome measure?	checkbox, Required <table border="1"> <tr><td>1</td><td>outcome_measure__1</td><td>listening comprehension</td></tr> <tr><td>2</td><td>outcome_measure__2</td><td>reading comprehension</td></tr> <tr><td>3</td><td>outcome_measure__3</td><td>oral production</td></tr> <tr><td>4</td><td>outcome_measure__4</td><td>written production</td></tr> <tr><td>5</td><td>outcome_measure__5</td><td>discourse quality</td></tr> <tr><td>6</td><td>outcome_measure__6</td><td>working memory</td></tr> <tr><td>7</td><td>outcome_measure__7</td><td>online processing</td></tr> <tr><td>8</td><td>outcome_measure__8</td><td>unknown</td></tr> </table>	1	outcome_measure__1	listening comprehension	2	outcome_measure__2	reading comprehension	3	outcome_measure__3	oral production	4	outcome_measure__4	written production	5	outcome_measure__5	discourse quality	6	outcome_measure__6	working memory	7	outcome_measure__7	online processing	8	outcome_measure__8	unknown
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6	outcome_measure__6	working memory																									
7	outcome_measure__7	online processing																									
8	outcome_measure__8	unknown																									
59	outcome_measure2	What types of outcome measure were included?	checkbox <table border="1"> <tr><td>1</td><td>outcome_measure2__1</td><td>norm-referenced</td></tr> <tr><td>2</td><td>outcome_measure2__2</td><td>checklist</td></tr> <tr><td>3</td><td>outcome_measure2__3</td><td>rubric-based</td></tr> <tr><td>4</td><td>outcome_measure2__4</td><td>class grades</td></tr> <tr><td>5</td><td>outcome_measure2__5</td><td>overall performance rating</td></tr> <tr><td>6</td><td>outcome_measure2__6</td><td>progress monitoring</td></tr> </table>	1	outcome_measure2__1	norm-referenced	2	outcome_measure2__2	checklist	3	outcome_measure2__3	rubric-based	4	outcome_measure2__4	class grades	5	outcome_measure2__5	overall performance rating	6	outcome_measure2__6	progress monitoring						
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4	outcome_measure2__4	class grades																									
5	outcome_measure2__5	overall performance rating																									
6	outcome_measure2__6	progress monitoring																									
60	outcomevalidity	Has the assessment tool been previously shown to be both reliable and valid?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown</td></tr> </table>	1	Yes	2	No	3	Unknown																		
1	Yes																										
2	No																										
3	Unknown																										
61	outcomecriterion1	Was evidence presented regarding whether the VALIDITY of this outcome measure reached an acceptable criterion?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown/unclear</td></tr> </table>	1	Yes	2	No	3	Unknown/unclear																		
1	Yes																										
2	No																										
3	Unknown/unclear																										
62	outcomecriterion2	Was evidence presented regarding whether the RELIABILITY of this outcome measure reached an acceptable criterion?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown/unclear</td></tr> </table>	1	Yes	2	No	3	Unknown/unclear																		
1	Yes																										
2	No																										
3	Unknown/unclear																										
63	rater1	Was a interrater reliability threshold set?	radio, Required <table border="1"> <tr><td>1</td><td>yes</td></tr> <tr><td>2</td><td>no</td></tr> <tr><td>3</td><td>unknown</td></tr> </table>	1	yes	2	no	3	unknown																		
1	yes																										
2	no																										
3	unknown																										
64	interrater <small>Show the field ONLY if: [rater1] = '1'</small>	What threshold of inter-rater reliability was set?	text																								
65	threshold	What percent interrater reliability was met?	text																								
66	outcomeadmin	How many days after the intervention was the outcome measure administered?	text, Required																								
67	pre_post	Was the outcome measured pre and post intervention? (pre/post-testing)	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown/unclear</td></tr> </table>	1	Yes	2	No	3	Unknown/unclear																		
1	Yes																										
2	No																										
3	Unknown/unclear																										

68	followup	Was there a follow-up measurement?	radio, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> <tr><td>3</td><td>Unknown/unclear</td></tr> </table>	1	Yes	2	No	3	Unknown/unclear																				
1	Yes																												
2	No																												
3	Unknown/unclear																												
69	followup2 Show the field ONLY if: [followup] = '1'	How long after treatment was follow-up outcome administered?	text, Required																										
70	stat1	Were results reported?	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No																						
1	Yes																												
0	No																												
71	stat2 Show the field ONLY if: [stat1] = '1'	What type of analyses were reported?	radio, Required <table border="1"> <tr><td>1</td><td>ANOVA</td></tr> <tr><td>2</td><td>t-test</td></tr> <tr><td>3</td><td>Tau-U</td></tr> <tr><td>4</td><td>Linear Regression</td></tr> <tr><td>5</td><td>Multiple Regression</td></tr> <tr><td>6</td><td>Hierarchical Regression</td></tr> <tr><td>7</td><td>Multi-Level Modeling</td></tr> <tr><td>8</td><td>Structural Equation Modeling</td></tr> <tr><td>9</td><td>Step-Wise Regression</td></tr> <tr><td>10</td><td>Random Forests</td></tr> <tr><td>11</td><td>Visual Analysis</td></tr> <tr><td>12</td><td>Descriptive statistics</td></tr> <tr><td>13</td><td>Other</td></tr> </table>	1	ANOVA	2	t-test	3	Tau-U	4	Linear Regression	5	Multiple Regression	6	Hierarchical Regression	7	Multi-Level Modeling	8	Structural Equation Modeling	9	Step-Wise Regression	10	Random Forests	11	Visual Analysis	12	Descriptive statistics	13	Other
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10	Random Forests																												
11	Visual Analysis																												
12	Descriptive statistics																												
13	Other																												
72	effectsize1	Were effect sizes reported?	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No																						
1	Yes																												
0	No																												
73	effectsize_type Show the field ONLY if: [effectsize1] = '1'	What type of effect size measure is reported?	radio <table border="1"> <tr><td>1</td><td>cohen's d</td></tr> <tr><td>2</td><td>pearson r</td></tr> <tr><td>3</td><td>hedges' g</td></tr> <tr><td>4</td><td>glass</td></tr> <tr><td>5</td><td>eta-squared (or partial)</td></tr> <tr><td>6</td><td>omega-squared (or partial)</td></tr> <tr><td>7</td><td>tau-U</td></tr> <tr><td>8</td><td>other</td></tr> </table>	1	cohen's d	2	pearson r	3	hedges' g	4	glass	5	eta-squared (or partial)	6	omega-squared (or partial)	7	tau-U	8	other										
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6	omega-squared (or partial)																												
7	tau-U																												
8	other																												
74	effectsize2 Show the field ONLY if: [effectsize1] = '1'	What was the reported effect size?	text, Required																										
75	significance1	Were reported effects significant/was the null hypothesis rejected?	radio, Required <table border="1"> <tr><td>1</td><td>yes</td></tr> <tr><td>2</td><td>no</td></tr> <tr><td>3</td><td>unknown</td></tr> </table>	1	yes	2	no	3	unknown																				
1	yes																												
2	no																												
3	unknown																												
76	causality Show the field ONLY if: [significance1] = '1'	Do authors claim causality of the intervention on the outcome?	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No																						
1	Yes																												
0	No																												

77	causality2 Show the field ONLY if: [causality] = '1'	Does cause precede outcome? (Is there temporal precedence)	yesno, Required 1 Yes 0 No
78	causality3 Show the field ONLY if: [causality] = '1'	Any other explanations for outcome?	yesno, Required 1 Yes 0 No
79	causality4 Show the field ONLY if: [causality3] = '1'	What are the other explanations for the outcome?	text, Required
80	outcome_measure_complete	Section Header: <i>Form Status</i> Complete?	dropdown 0 Incomplete 1 Unverified 2 Complete

Instrument: **CEC Quality Scale** (cec_quality_scale)[^ Collapse](#)

81	cec1_0	1.0. Context and setting. The study provides sufficient information regarding the critical features of the context or setting.	yesno, Required 1 Yes 0 No
82	cec1_0_2	1.1. The study describes critical features of the context or setting relevant to the review; for example, type of program or classroom, type of school (e.g., public, private, charter, preschool), curriculum, geographic location, community setting, socioeconomic status, physical layout. (comment)	text, Required
83	cec2_0	2.0. Participants. The study provides sufficient information to identify the population of participants to which results may be generalized and to determine or confirm whether the participants demonstrated the disability or difficulty of focus.	yesno, Required 1 Yes 0 No
84	cec2_1	2.1. The study describes participant demographics relevant to the review (e.g., gender, age/grade, race/ethnicity, socioeconomic status, language status). (comment)	text, Required
85	cec2_2	2.2. The study describes disability or risk status of the participants (e.g., specific learning disability, autism spectrum disorder, behavior problem, at risk for reading failure) and method for determining status (e.g., identified by school using state IDEA criteria, teacher nomination, standardized intelligence test, curriculum-based measurement probes, rating scale). (comment)	text, Required
86	cec3_0	3.0. Intervention agent. The study provides sufficient information regarding the critical features of the intervention agent.	yesno, Required 1 Yes 0 No
87	cec3_1	3.1. The study describes the role of the intervention agent (e.g., teacher, researcher, paraprofessional, parent, volunteer, peer tutor, sibling, technological device/computer) and, as relevant to the review, background variables (e.g., race/ethnicity, educational background/licensure). (comment)	text, Required
88	cec3_2	3.2. The study describes any specific training (e.g., amount of training, training to a criterion) or qualifications (e.g., professional credential) required to implement the intervention, and indicates that the interventionist has achieved them. (comment)	text, Required

89	cec4_1	4.1. The study describes detailed intervention procedures (e.g., intervention components, instructional behaviors, critical or active elements, manualized or scripted procedures, dosage) and intervention agents' actions (e.g., prompts, verbalizations, physical behaviors, proximity), or cites one or more accessible sources that provide this information. (comment)	text, Required								
90	cec4_0	4.0. Description of practice. The study provides sufficient information regarding the critical features of the practice (intervention), such that the practice is clearly understood and can be reasonably replicated.	yesno, Required <table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No				
1	Yes										
0	No										
91	cec4_2	4.2. When relevant, the study describes materials (e.g., manipulatives, worksheets, timers, cues, toys), or cites one or more accessible sources providing this information.	yesno, Required <table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No				
1	Yes										
0	No										
92	cec5_0	5.0. Implementation fidelity. The practice is implemented with fidelity.	yesno, Required <table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No				
1	Yes										
0	No										
93	cec5_1	5.1. The study assesses and reports implementation fidelity related to adherence using direct, reliable measures (e.g., observations using a checklist of critical elements of the practice). (comment)	text, Required								
94	cec5_2	5.2. The study assesses and reports implementation fidelity related to dosage or exposure using direct, reliable measures (e.g., observations or self-report of the duration, frequency, curriculum coverage of implementation). (comment)	text, Required								
95	cec5_3	5.3. As appropriate, the study assesses and reports implementation fidelity (a) regularly throughout implementation of the intervention (e.g., beginning, middle, end of the intervention period), and (b) for each interventionist, each setting, and each participant or other unit of analysis. If either adherence or dosage is assessed and reported, this item applies to the type of fidelity assessed. If neither adherence nor dosage is assessed and reported, this item is not applicable. (comment)	text, Required								
96	cec6_0	6.0. Internal validity. The independent variable is under the control of experimenter. The study describes the services provided in control and comparison conditions and phases. The research design provides sufficient evidence that the independent variable causes change in the dependent variable or variables. Participants stayed with the study, so attrition is not a significant threat to internal validity.	radio, Required <table border="1"> <tr> <td>1</td> <td>Yes to all</td> </tr> <tr> <td>2</td> <td>Yes to some</td> </tr> <tr> <td>3</td> <td>No to all</td> </tr> <tr> <td>4</td> <td>Unknown</td> </tr> </table>	1	Yes to all	2	Yes to some	3	No to all	4	Unknown
1	Yes to all										
2	Yes to some										
3	No to all										
4	Unknown										
97	cec6_1	6.1. The researcher controls and systematically manipulates the independent variable. (comment)	text, Required								
98	cec6_2	6.2. The study describes baseline (single-subject studies) or control/comparison (group comparison studies) conditions, such as the curriculum, instruction, and interventions (e.g., definition, duration, length, frequency, learner: instructor ratio). (comment)	text, Required								
99	cec6_3	6.3. Control/comparison-condition or baseline-condition participants have no or extremely limited access to the treatment intervention. (comment)	text, Required								

100	cec6_4	6.4. The study clearly describes assignment to groups, which involves participants (or classrooms, schools, or other unit of analysis) being assigned to groups in one of the following ways: (a) randomly; (b) nonrandomly, but the comparison groups are matched very closely to the intervention group (e.g., matched on prior test scores, demographics, a propensity score; see Song & Herman, 2010); (c) nonrandomly, but techniques are used to measure differences and, if meaningful differences are identified- for example, statistically significant difference, difference greater than 5% of a standard deviation (What Works Clearinghouse, 2011)-to statistically control for any differences between groups on relevant pretest scores or demographic characteristics (e.g., statistically adjust for confounding variable through techniques such as ANCOVA or propensity score analysis); or (d) nonrandomly on the basis of a reasonable cutoff point (regression discontinuity design). (comment)	text, Required				
101	cec6_5	6.5. The design provides at least three demonstrations of experimental effects at three different times. (comment)	text, Required				
102	cec6_6	6.6. For single-subject research designs with a baseline phase (alternating treatment designs do not require a baseline), all baseline phases include at least three data points (except when fewer are justified by study author due to reasons such as measuring severe or dangerous problem behaviors and zero baseline behaviors with no likelihood of improvement without intervention) and establish a pattern that predicts undesirable future performance (e.g., increasing trend in problem behavior, consistently infrequent exhibition of appropriate behavior, highly variable behavior). (comment)	text, Required				
103	cec6_7	6.7. The design controls for common threats to internal validity (e.g., ambiguous temporal precedence, history, maturation, diffusion) so plausible, alternative explanations for findings can be reasonably ruled out. Commonly accepted designs such as reversal (ABAB), multiple-baseline, changing criterion, and alternating treatment address this quality indicator when properly designed and executed, although other approaches can be accepted if study authors justify how they ruled out alternative explanations for findings or control for common threats to internal validity. (comment)	text, Required				
104	cec6_8	6.8. Overall attrition is low across groups (e.g., < 30% in a 1-year study). (comment)	text, Required				
105	cec6_9	6.9. Differential attrition (between groups) is low (e.g., ≤10%) or is controlled for by adjusting for noncompleters (e.g., conducting intent-to-treat analysis). (comment)	text, Required				
106	cec7_0	7.0. Outcome measures/dependent variables. Outcome measures are applied appropriately to gauge the effect of the practice on study outcomes. Outcome measures demonstrate adequate psychometrics.	yesno, Required <table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No
1	Yes						
0	No						
107	cec7_1	7.1. Outcomes are socially important (e.g., they constitute or are theoretically or empirically linked to improved quality of life, an important developmental/learning outcome, or both). (comment)	text, Required				
108	cec7_2	7.2. The study clearly defines and describes measurement of the dependent variables.	yesno, Required <table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No
1	Yes						
0	No						
109	cec7_3	7.3. The study reports the effects of the intervention on all measures of the outcome targeted by the review (p levels and effect sizes or data from which effect sizes can be calculated for group comparison studies; graphed data for single-subject studies), not just those for which a positive effect is found.	yesno, Required <table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No
1	Yes						
0	No						

110	cec7_4	7.4. Frequency and timing of outcome measures are appropriate. For most single-subject studies, a minimum of three data points per phase is necessary if a given phase is to be considered as part of a possible demonstration of experimental effect (except when fewer are justified by study author due to reasons such as measuring severe or dangerous problem behaviors and zero baseline behaviors with no likelihood of improvement without intervention). For alternating treatment designs, at least four repetitions of the alternating sequence are required (e.g., ABABABAB; see Kratochwill et al., 2013).	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No		
1	Yes								
0	No								
111	cec7_5	7.5. The study provides evidence of adequate internal reliability, interobserver reliability, test-retest reliability, or parallel-form reliability, as relevant (e.g., score reliability coefficient $\geq .80$, interobserver agreement $\geq 80\%$, kappa $\geq 60\%$).	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No		
1	Yes								
0	No								
112	cec7_6	7.6. The study provides adequate evidence of validity, such as content, construct, criterion (concurrent or predictive), or social validity.	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No		
1	Yes								
0	No								
113	cec8_0	8.0. Data Analysis. Data analysis is conducted appropriately. The study reports information on effect size.	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No		
1	Yes								
0	No								
114	cec8_1 <small>Show the field ONLY if: [cec8_0] = '1'</small>	8.1. Data analysis techniques are appropriate for comparing change in performance of two or more groups (e.g., t tests, ANOVAs/MANOVAs, ANCOVAs/MANCOVAs, hierarchical linear modeling, structural equation modeling). If atypical procedures are used, the study provides a rationale justifying the data analysis techniques.	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No		
1	Yes								
0	No								
115	cec8_2	8.2. The study provides a single-subject graph clearly representing outcome data across all study phases for each unit of analysis (e.g., individual, classroom, other group of individuals) to enable determination of the effects of the practice. Regardless of whether the study report includes visual or other analyses of data, graphs depicting all relevant dependent variables targeted by the review should be clear enough for reviewers to draw basic conclusions about experimental control using traditional visual analysis techniques (i.e., analysis of mean, level, trend, overlap, consistency of data patterns across phases).	yesno, Required <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No		
1	Yes								
0	No								
116	cec8_3	8.3. The study reports one or more appropriate effect size statistic (e.g., Cohen's d, Hedge's G, Glass's Δ , η^2) for all outcomes relevant to the review being conducted, even if the outcome is not statistically significant, or provides data from which appropriate effect sizes can be calculated. (comment)	text, Required						
117	cec_quality_scale_complete	Section Header: <i>Form Status</i> Complete?	dropdown <table border="1"> <tr><td>0</td><td>Incomplete</td></tr> <tr><td>1</td><td>Unverified</td></tr> <tr><td>2</td><td>Complete</td></tr> </table>	0	Incomplete	1	Unverified	2	Complete
0	Incomplete								
1	Unverified								
2	Complete								

Instrument: **Coder/Coding Quality Characteristics** (codercoding_quality_characteristics) [^ Collapse](#)

118	name	Coder Name	text, Required						
119	date	Date coded	text (date_dmy), Required						
120	timecode	Time to code (minutes)	text, Required						
121	codercoding_quality_characteristics_complete	Section Header: <i>Form Status</i> Complete?	dropdown <table border="1"> <tr><td>0</td><td>Incomplete</td></tr> <tr><td>1</td><td>Unverified</td></tr> <tr><td>2</td><td>Complete</td></tr> </table>	0	Incomplete	1	Unverified	2	Complete
0	Incomplete								
1	Unverified								
2	Complete								

