

**Dropout Prevention and Youth with Disabilities:
What the Research Says Really Works!
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May 25, 2006**

DR. BRIAN COBB:

So what I want to do is talk first about what are some current standards for selecting an intervention. How do you go about sorting through what you see to make your best guess that you're going to pick something out to implement that will work in your local context? Then I'll discuss my work, the work that I did where I tried to focus on the kinds of issues and help others who are reading the work that I produced have some confidence in the results in their local context.

First, the [blank audio] has come out just recently with a kind of a hierarchy that says what are the, in what order do you look at written work and try to determine what's the most believable, what's the most credible, what's the most likely written piece of research work that would give evidence to me, as a local administrator or a programmer, and try it myself. And the answer, the hierarchy that has recently been put out by the Institute of Educational Sciences in the What Works Clearinghouse, starts with a systematic review, which is a meta-analysis and which happens to be the kind of work that I've been doing. And then they move down *from* that review to well-done randomized control trials, well done quasi experiments and others they use, they move to original research that uses higher and higher standards for conducting that research, and then move down in rank order to correlational studies and just expert opinion. So, the reason I say that is that I want people who are listening to this Web seminar to know that the results of the work that I'm talking about today are the results of systematic review work, which is currently being conceived as the most credible and the most likely to yield results that others will find useful and will work in other places.

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