



Quality Indicator Checklist: Group Experimental

Reference (enter reference in correct APA format): 			
Before determining quality, all group studies must meet the following initial criteria (if study does not meet these initial criteria, then no need to code further)			
<input type="checkbox"/>	<input type="checkbox"/>	The dependent variable (outcome measure) is a transition related skill (e.g., life skills, functional academics, employment skill)	
<input type="checkbox"/>	<input type="checkbox"/>	Includes youth with disabilities ages 11-26	
<input type="checkbox"/>	Meet initial criteria-continue coding	<input type="checkbox"/> Does not meet initial criteria- indicate why:	
Type of Group Experimental Design (e.g., pre/post, waitlist control) Please select the appropriate design indicating whether it is a rigorous design or a weak design.		NOTES:	
Rigorous	Weak		
<input type="checkbox"/>	Pretest-posttest control group design	<input type="checkbox"/>	One-shot case study
<input type="checkbox"/>	Posttest only control group design	<input type="checkbox"/>	One-group pretest posttest design
<input type="checkbox"/>	Solomon 4-group design	<input type="checkbox"/>	Static group comparison
<input type="checkbox"/>	Nonequivalent control group design	<input type="checkbox"/>	Case Control (e.g., propensity score modeling)
<input type="checkbox"/>	Time-series design		
<input type="checkbox"/>	Counterbalanced design		
<input type="checkbox"/>	Regression discontinuity		
Participants			
1.	<input type="checkbox"/>	Sufficient information to determine/confirm whether the participant demonstrated the disabilities or difficulties addressed is presented	
2.	<input type="checkbox"/>	Appropriate procedures were used to increase the probability that participants were comparable across conditions.	
3.	<input type="checkbox"/>	Sufficient information describing important characteristics of the intervention providers was included and that they were comparable across conditions.	
4.	<input type="checkbox"/>	Attrition rates documented and 30% or below. If severe, comparable across samples.	
Intervention and Comparison Conditions			
5.	<input type="checkbox"/>	The intervention was clearly described and specified.	
6.	<input type="checkbox"/>	Fidelity of implementation was described and assessed in terms of surface features (e.g., number of minutes allocated to the intervention or teacher/interventionist following procedures specified).	
7.	<input type="checkbox"/>	Fidelity of implementation was assessed in terms of quality (how well the intervention was implemented).	
8.	<input type="checkbox"/>	The nature of services provided in comparison conditions was described and documented.	
Outcome Measures			
9.	<input type="checkbox"/>	Multiple measures were used to provide an appropriate balance between measures closely aligned with the intervention and measures of generalized performance [note: must have measures of generalized performance].	

10.	<input type="checkbox"/>	Outcomes for capturing the intervention's effect are measured at the appropriate times.	
11.	<input type="checkbox"/>	Evidence of test-retest reliability, internal consistency reliability, and interrater reliability (when appropriate) for the outcome measures were provided.	
12.	<input type="checkbox"/>	Interrater reliability is documented for outcome measures (when appropriate).	
13.	<input type="checkbox"/>	Data collectors and/or scorers are blind to study conditions and equally unfamiliar to examinees across study conditions.	
14.	<input type="checkbox"/>	Outcomes were measured beyond an immediate posttest.	
15.	<input type="checkbox"/>	Criterion & construct validity of the measures were provided.	

Data Analysis

16.	<input type="checkbox"/>	The data analysis techniques chosen were appropriate and linked to key research questions and hypotheses and the researcher clearly linked the unit of analysis chosen to the key statistical analyses.	
17.	<input type="checkbox"/>	Effect size calculations were reported data or enough information was provided to enable the calculation (e.g., means and standard deviations are provided to allow for ES calculation).	
18.	<input type="checkbox"/>	Results were presented in a clear, coherent, fashion.	
19.	<input type="checkbox"/>	Actual audio or videotape excerpts were included to capture the nature of the intervention (suggested, but not required for quality).	

Overall Quality Determination

<input type="checkbox"/>	High Quality (Must meet 1-18)
<input type="checkbox"/>	Acceptable Quality (Must meet Indicators 1, 2, 3, 5, 6, 9, 10, 12, 16, 17)
<input type="checkbox"/>	Did not Meet Quality (Item#(s): _____)

Quality indicator criteria for group experimental research adapted from:

Gersten, R., Fuchs, L.S., Compton, D., Coyne, M., Greenwood, C., & Innocenti (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children*, 71, 149-164.