Guiding Questions:
The FAIR Test

The sum of evidence from the Three Circles[1] provides a starting point for evidence-based decision making, but it is also important to examine the intervention using the FAIR test. This document provides guiding questions for each component of the FAIR test as you select the best intervention for your student or group of students. If an intervention does not meet all the FAIR criteria, you may need to revisit one or more of the circles to look for new evidence or consider whether a different practice, strategy, or program would be a better fit.

The FAIR Test

- **Feasible** to implement,
- **Acceptable** to families/students/professionals,
- effective in producing a positive **Impact,** and
- **Relevant** for your identified context.

FEASIBILITY

Is it possible to implement the intervention as it was designed and researched (e.g., with fidelity)?

- Are there sufficient staff to implement the intervention and do staff have the requisite knowledge, skills, or credentials to implement the intervention? Or will they need special training?
- How will the intervention fit into schedules and educational settings?
- What are additional costs associated with implementing the intervention?

ACCEPTABILITY

What do students, families, and professionals think about the proposed intervention?

- Do the outcomes of the intervention align with the goals for the student or students?
- How does the intervention align with the culture, values, and priorities of the student and family?
- How does the intervention align with the principles, standards and priorities of the professionals?

IMPACT

Is there evidence of positive results from implementation of the intervention?

- Has scientifically sound, rigorous research shown positive results from the intervention? If so, have positive results been found for your outcomes of interests, with students and context similar to yours (e.g. disability status, race/ethnicity, culture, language)?
- Is there any evidence that the intervention may cause harm, be ineffective, or have unintended consequences for certain students or subgroups?
- When rigorous research is not available for an intervention, is there other evidence supporting its consideration (e.g., evidence supporting components or strategies within the intervention)?
- Does student data (e.g., progress monitoring data) indicate the intervention is effective for the student?

RELEVANCE

Was the intervention used with students who share similar characteristics with those with whom you work?

- Does the evidence show positive results for students and contexts similar to yours (e.g. disability status, race/ethnicity, culture, language)?
- Does the intervention match the specific needs of a given student or group of students?
- If the students or context are not a direct match for your particular context, is there evidence or reason to suggest that the intervention may work in your context/with your students?

Want to learn more about selecting an intervention?

Example resources to support intervention selection include:

- **IRIS Center Evidence-Based Practices Module 1:** *Identifying and Selecting a Practice or Program*
  https://iris.peabody.vanderbilt.edu/module/ebp_01/

- **National Center for Systemic Improvement:** *Pursuing Equity-Equitable Research-Informed Practices*
  https://ncsi.wested.org/resources/pursuing-equity/

- **National Center on Intensive Intervention:** *Taxonomy of Intervention Intensity*
  https://intensiveintervention.org/taxonomy-intervention-intensity

- **National Implementation Research Network:** *The Hexagon: An Exploration Tool*
  https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool

- **What Works Clearinghouse:** *How the WWC Rates a Study*
  https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_info_rates_061015.pdf

- **What Works Clearinghouse:** *Evidence Tiers and WWC Ratings*
  https://ies.ed.gov/ncee/wwc/Resources/Evidence

---

1   For more information, see our resource *Three Circles of Evidence-Based Decision-making to Support Students with Disabilities,* available here:
    https://ncsi-library.wested.org/resources/731