

READ RTI APPLICATIONS VOLUME 2 ASSESSMENT ANALYSIS AND DECISION MAKING GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS

RTI Applications, Volume 2

Once a response-to-intervention (RTI) framework is in place, how can educators determine whether or not interventions are working? This volume focuses on the \"response\" component of RTI, providing crucial knowledge and hands-on techniques for assessing the effectiveness of RTI practices in grades K-12. The authors show how to select suitable assessment measures, analyze data about academic and behavioral interventions, and make defensible decisions about groups, individual students, and special education eligibility. Professional development strategies are also addressed. Useful reproducible tools are included; the large-size format and lay-flat binding facilitate photocopying. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in the Guilford Practical Interventions in the Schools Series, edited by T. Chris Riley-Tillman. See also RTI Applications, Volume 1: Academic and Behavioral Interventions, which covers how to select appropriate interventions and implement them with integrity.

RTI Applications, Volume 1

This book addresses a crucial aspect of sustaining a response-to-intervention (RTI) framework in a school: selecting interventions with the greatest likelihood of success and implementing them with integrity. Leading RTI experts explain how to match interventions to students' proficiency levels, drawing on cutting-edge research about the stages of learning. Effective academic and behavioral interventions for all three tiers of RTI are described in step-by-step detail and illustrated with vivid case examples. In a large-size format with lay-flat binding for easy photocopying, the book features more than 40 reproducible planning tools and other helpful forms. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. See also RTI Applications, Volume 2: Assessment, Analysis, and Decision Making, which provides tools for assessing the effectiveness of RTI practices.

RTI Applications

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RTI Team Building

School teams play an essential role in the successful implementation of response to intervention (RTI). This user-friendly book offers a roadmap for creating effective RTI teams and overcoming common pitfalls. The authors discuss the nuts and bolts of planning and facilitating meetings during which data-based decisions are made about screening, interventions, and progress monitoring for individual students (K-6) or the whole school. Ways to develop sustainable team practices and strengthen collaboration are described. In a large-size format with lay-flat binding for easy photocopying, the book includes more than two dozen reproducible planning forms and other handy tools. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series.

Response to Intervention, Second Edition

This bestselling work provides practitioners with a complete guide to implementing response to intervention (RTI) in schools. The authors are leading experts who explain the main components of RTI--high-quality instruction, frequent assessment, and data-based decision making--and show how to use it to foster positive academic and behavioral outcomes for all students. Implementation procedures are described in step-by-step detail. In a large-size format with lay-flat binding to facilitate photocopying, the book includes reproducible planning and implementation worksheets. The companion website features an accompanying PowerPoint presentation for use in RTI training. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. New to this Edition *Includes extensive new research that reflects the increasing adoption of RTI nationwide. *Expanded to include behavioral interventions. *Chapter on effective instructional practices for general education. *Chapter on implementation at the whole-school and district levels. *Chapter featuring multiple intervention case studies. See also *Assessment for Intervention, Second Edition*, which details a wide range of assessment procedures ideal for implementation in an RTI framework.

Interventions for Reading Problems, Second Edition

This user-friendly guide has been thoroughly revised to reflect significant changes in the way schools deliver reading instruction and intervention, especially for students at risk for reading failure. Step-by-step strategies target key areas of literacy development: phonological awareness, fluency, and comprehension. Particular emphasis is placed on scientifically based practices that do not require major curricular change and can be applied with students of varying ages and ability levels. In a large-size format with lay-flat binding for ease of photocopying, the book includes 17 reproducible assessment and instructional tools. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. New to This Edition: *Chapter on multi-tiered intervention delivery, plus additional discussion in other relevant chapters. *Chapter on interventions for English learners (ELs). *Chapter on vocabulary instruction, intervention, and assessment. *Additional graphing and data-analysis tools. *Coverage of new resources available through federal supports.

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Schools Series.

Effective School Interventions, Third Edition

Natalie Rathvon appears as sole author on first (1999) and second (2008) editions' title pages.

Clinical Interviews for Children and Adolescents, Second Edition

This authoritative work offers guidelines for interviewing children of different ages--as well as their parents and teachers--and for weaving the resulting data into multimethod assessment and intervention planning. K-12 school psychologists and other practitioners learn specific strategies for assessing school issues, peer relations, emotional difficulties, family situations, and problem behavior. Stephanie H. McConaughy is joined by two other leading experts who have contributed chapters on assessing suicide and violence risks. In-depth case illustrations are woven throughout. In a large-size format with lay-flat binding for easy photocopying, the book includes over a dozen reproducible interviewing tools. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. New to This Edition

- *Incorporates the latest research on child and adolescent problems and clinical interviewing procedures.
- *Updated for DSM-5
- *Additional interviewing tool: Semistructured Student Interview, which focuses on the topics most relevant to academic and social functioning.
- *Guidelines for interviewing culturally and linguistically diverse children and parents.
- *Up-to-date information and assessment strategies related to bullying and victimization, inappropriate uses of technology (such as cyberbullying and \"sexting\"), and challenges facing gay, lesbian, and bisexual youth.

The RTI Approach to Evaluating Learning Disabilities

This book presents clear-cut procedures for using response to intervention (RTI) to determine a K-12 student's eligibility for special education under the designation of specific learning disabilities (SLD). Comprehensive guidelines are provided for gathering student data in the course of interventions and ruling out causes other than SLD for academic problems. Special features include case examples, tips for creating individualized education plans based on RTI data, and frequently asked questions. With a convenient large-size format and lay-flat binding, the book features useful reproducible tools. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series.

Daily Behavior Report Cards

This book presents everything needed to design and implement daily behavior report cards (DRCs), a flexible and dynamic system for promoting positive student behaviors and overcoming barriers to learning. DRCs offer a way to reward K-12 students for achieving clearly defined goals while building school-home collaboration. Teachers can implement the authors' evidence-based approach in just minutes a day, and it is fully compatible with multi-tiered systems of support. In a large-size format with lay-flat binding for easy photocopying, the book includes helpful reproducible forms. Purchasers get access to a Web page where they can download the reproducible forms (and have the option to fill in forms on-screen before printing) plus additional useful tools for charting student progress. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Direct Behavior Rating

Grounded in state-of-the-art research, this practical guide comprehensively shows how to harness the potential of direct behavior rating (DBR) as a tool for assessment, intervention, and communication in

schools. DBR can be used rapidly and efficiently in PreK-12 classrooms to support positive behavior and promote self-management. The authors and contributors provide concrete examples of ways to implement DBR strategies within multi-tiered systems of support (MTSS). The evidence base supporting each strategy is reviewed. More than 30 reproducible checklists and forms include step-by-step implementation blueprints, daily report cards, and more. Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2" x 11" size.

Treatment of Disorders in Childhood and Adolescence, Fourth Edition

Now completely revised (over 90% new), this definitive practitioner reference and course text comprehensively reviews evidence-based treatments for psychological disorders in children and adolescents. The significantly expanded fourth edition covers an increased number of disorders, as well as transdiagnostic issues and public health concerns. Psychosocial, pharmacological, and complementary therapies are identified and described in well-organized chapters that include rich clinical illustrations. Prominent experts address developmental considerations in treatment and offer guidance for tailoring interventions to each child and family's needs. Prior edition title: *Treatment of Childhood Disorders, Third Edition*, edited by Eric J. Mash and Russell A. Barkley. New to This Edition *All chapters are new, reflecting over a decade of clinical and empirical developments. *Chapters on additional clinical issues: bipolar disorder, suicidal and nonsuicidal self-injury, obsessive-compulsive disorder, infant and toddler problems, posttraumatic stress disorder, coping and emotion regulation, bereavement, early-onset schizophrenia, personality disorders, childhood obesity, and sleep problems. *Chapters on case conceptualization and evidence-based therapist flexibility. *Illustrative case examples and transcripts added throughout. *Updated for DSM-5; every chapter also considers transdiagnostic and dimensional issues. See also the editors' *Assessment of Disorders in Childhood and Adolescence, Fifth Edition*.

Curriculum-Based Assessment for Instructional Design

"In *Curriculum-based Assessment for Instructional Design*, Burns and Parker described a number of "authentic" (research-based) strategies and tools for assessing the student's prior knowledge, existing skill-level, and preferred mode of learning in order to maximize the instructional process. Indeed, in this book, Burns and Parker have developed a natural and practical extension of a conceptual format that was originally called, simply, curriculum-based assessment. The book provides much-needed clarification of the several terms that have been used over the past three decades, and it provides hands-on application of the instructional principles involved"--

Handbook of Response to Intervention

The Second Edition of this essential handbook provides a comprehensive, updated overview of the science that informs best practices for the implementation of response to intervention (RTI) processes within Multi-Tiered Systems of Support (MTSS) to facilitate the academic success of all students. The volume includes insights from leading scholars and scientist-practitioners to provide a highly usable guide to the essentials of RTI assessment and identification as well as research-based interventions for improving students' reading, writing, oral, and math skills. New and revised chapters explore crucial issues, define key concepts, identify topics warranting further study, and address real-world questions regarding implementation. Key topics include: Scientific foundations of RTI Psychometric measurement within RTI RTI and social behavior skills The role of consultation in RTI Monitoring response to supplemental services Using technology to facilitate RTI RTI and transition planning Lessons learned from RTI programs around the country The Second Edition of the *Handbook of Response to Intervention* is an essential resource for researchers, graduate students, and professionals/scientist-practitioners in child and school psychology, special and general education, social work and counseling, and educational policy and politics.

Promoting Academic Success with English Language Learners

Educators and school psychologists throughout the country are working with growing numbers of English language learners (ELLs), but often feel unprepared to help these students excel. This highly informative book presents evidence-based strategies for promoting proficiency in academic English and improving outcomes in a response-to-intervention (RTI) framework. Illustrated with a detailed case example, the book describes best practices for working with K-5 ELLs in all stages of RTI: universal screening, progress monitoring, data collection, decision making, and intensifying instruction. In a large-size format with lay-flat binding for easy photocopying, the book includes more than two dozen reproducible worksheets. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Dropout Prevention

\ "Subject Areas/Keywords: academic achievement, adolescents, at-risk students, attendance, behavior problems, children, dropout prevention, early identification, early intervention, elementary, high school completion, interventions, middle school, MTSS, multi-tiered systems of support, response to intervention, retention, RTI, school reform, school success, secondary, student engagement, students Description: Meeting a crucial need, this book presents effective prevention and intervention methods that can help all students stay--and succeed--in school. The authors emphasize that dropout is a process, not an event. They provide tools for identifying dropout risk (including academic, behavior, and attendance problems) and strategies for problem-solving and data-based decision making at the elementary and secondary levels. Illustrative case examples and reproducible checklists and tools enhance this user-friendly resource. The print book has a large-size format with lay-flat binding to facilitate photocopying. Purchasers also get access to a Web page where they can download and print the reproducible materials. \ "--

Stress Management for Teachers

Ideal for use in teacher workshops, this book provides vital coping and problem-solving skills for managing the everyday stresses of the classroom. Specific strategies help teachers at any grade level gain awareness of the ways they respond in stressful situations and improve their overall well-being and effectiveness. Each chapter offers efficient tools for individuals, as well as group exercises. Teachers' stories are woven throughout. In a large-size format with lay-flat binding for easy photocopying, the book includes 45 self-monitoring forms, worksheets, and other handouts. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Integrated Multi-Tiered Systems of Support

Many schools have implemented academic response to intervention (RTI) and schoolwide positive behavioral interventions and supports (PBIS) as separate initiatives. This book provides keys to making these programs more effective, seamless, efficient, and sustainable by combining them into a single multi-tiered system of support (MTSS). Steps and strategies are outlined for integrating data structures, practices, teams, and district systems. Contributing authors present detailed case examples of successful MTSS implementation in three states. In a large-size format with lay-flat binding, the book features 27 reproducible checklists and evaluation tools. Purchasers get access to a companion website where they can download and print the reproducible materials plus other helpful resources. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Teacher Education: Concepts, Methodologies, Tools, and Applications

Educators play a significant role in the intellectual and social development of children and young adults.

Next-generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process, uncover best practices in the field of education, and employ leadership abilities that will inspire students of all ages. **Teacher Education: Concepts, Methodologies, Tools, and Applications** explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments, this multi-volume work compiles research essential to higher education professionals and administrators, educational software developers, and researchers studying pre-service and in-service teacher training.

Medical Education and Ethics: Concepts, Methodologies, Tools, and Applications

As the healthcare industry continues to expand, a higher volume of new professionals must be integrated into the field. Providing these professionals with a quality education will likewise ensure the further progress and advancements in the medical field. **Medical Education and Ethics: Concepts, Methodologies, Tools, and Applications** presents a compendium of contemporary research on the educational practices and ethical considerations in the medical industry. This multi-volume work contains pedagogical frameworks, emerging trends, case studies, and technological innovations essential for optimizing medical education initiatives. This comprehensive publication is a pivotal resource for medical professionals, upper-level students, researchers, and practitioners.

Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications

The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. **Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications** provides comprehensive research perspectives on the multi-faceted issues of leadership and administration considerations within the education sector. Emphasizing theoretical frameworks, emerging strategic initiatives, and future outlooks, this publication is an ideal reference source for educators, professionals, school administrators, researchers, and practitioners in the field of education.

Examining Response to Intervention (RTI) Models in Secondary Education

Response to Intervention (RTI) is an intervention model designed to assist all students regardless of their academic ability. It seeks to assist students who are struggling in academics by providing them with targeted assistance in the form of tutoring, pull-out services, and differentiated classroom instruction. **Examining Response to Intervention (RTI) Models in Secondary Education** highlights the application of the RTI model to secondary schools through instructional strategies and real-world examples of how this model can be used at the middle and high school levels. Through a series of informative and timely chapters written by global educational specialists, this publication is ideally designed for use by middle and high school teachers and school administrators as well as professors and students in upper-level Educational Leadership and Secondary Education programs.

Special and Gifted Education: Concepts, Methodologies, Tools, and Applications

Diverse learners with exceptional needs require a specialized curriculum that will help them to develop socially and intellectually in a way that traditional pedagogical practice is unable to fulfill. As educational technologies and theoretical approaches to learning continue to advance, so do the opportunities for exceptional children. **Special and Gifted Education: Concepts, Methodologies, Tools, and Applications** is an exhaustive compilation of emerging research, theoretical concepts, and real-world examples of the ways in which the education of special needs and exceptional children is evolving. Emphasizing pedagogical

innovation and new ways of looking at contemporary educational practice, this multi-volume reference work is ideal for inclusion in academic libraries for use by pre-service and in-service teachers, graduate-level students, researchers, and educational software designers and developers.

Essentials of Intensive Intervention

Few evidence-based resources exist for supporting elementary and secondary students who require intensive intervention--typically Tier 3 within a multi-tiered system of support (MTSS). Filling a gap in the field, this book brings together leading experts to present data-based individualization (DBI), a systematic approach to providing intensive intervention which is applicable to reading, math, and behavior. Key components of the DBI process are explained in detail, including screening, progress monitoring, and the use and ongoing adaptation of validated interventions. The book also addresses ways to ensure successful, sustained implementation and provides application exercises and FAQs. Readers are guided to access and utilize numerous free online DBI resources--tool charts, planning materials, sample activities, downloadable forms, and more.

Coaching Students with Executive Skills Deficits

This book has been replaced by Coaching Students with Executive Skills Challenges, Second Edition, ISBN 978-1-4625-5219-1.

Advanced Strategies and Models for Integrating RTI in Secondary Schools

To better identify and assist struggling students and avoid unnecessary placement into special education services, the service delivery model response to intervention (RTI) is used with the general education population. Even though RTI has been studied in elementary schools for many years, further research on its use at the secondary academic level is scarce. Advanced Strategies and Models for Integrating RTI in Secondary Schools provides emerging research exploring the advanced theoretical and practical aspects of the use of RTI to assist teachers in providing research-based instructional strategies to students who are failing their academic subjects. Featuring coverage on a broad range of topics such as behavioral response, progress monitoring, and career readiness, this book is ideally designed for educators, researchers, and academic professionals seeking current research on the most effective models in place to promote positive student academic achievement.

The RTI Approach to Evaluating Learning Disabilities

This book has been replaced by The RTI Approach to Evaluating Learning Disabilities, Second Edition, ISBN 978-1-4625-5044-9.

Classwide Positive Behavior Interventions and Supports

A vital classroom management resource, this book shows how to implement positive behavior interventions and supports (PBIS) in K-12 classrooms, regardless of whether PBIS is adopted schoolwide. The primary focus is universal (Tier 1) support for all students. Practical, step-by-step guidelines are provided for structuring the classroom environment, actively engaging students in instruction, teaching positive expectations, and establishing a continuum of strategies to reinforce positive behavior and respond to inappropriate behavior. Numerous real-world examples and learning exercises are included. In a convenient large-size format, the book includes reproducible tools for classwide PBIS planning and implementation, which can be downloaded and printed for repeated use. See also the authors' related guide for teacher trainers and coaches: Implementing Classwide PBIS: A Guide to Supporting Teachers. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

Assessing Intelligence in Children and Adolescents

Featuring reproducible forms, sample scripts, and other clinical tools, this indispensable book shows how to select, administer, and interpret evidence-based intelligence tests for a variety of purposes. It provides quick-reference guidelines for comprehensively assessing an individual K-12 student and sharing the results through effective written reports and in-person meetings. Basic concepts in intellectual assessment are concisely explained and the role of testing in a response-to-intervention framework is addressed. Discussions of intellectual disability and specific learning disorder reference DSM-5 criteria. Instructors praise the book's suitability as a Cognitive Assessment course text. The large-size format and lay-flat binding facilitate photocopying; the reproducible materials can also be downloaded and printed for repeated use. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

The ABCs of Curriculum-Based Evaluation

This book provides a practical guide to curriculum-based evaluation (CBE), which helps educators solve learning problems by making data-based decisions about what and how to teach. CBE offers clear procedures for analyzing PreK-12 students' academic skills, determining where instruction needs to focus, and evaluating progress. Written in an engaging, step-by-step style, the book features examples throughout that illustrate the problem-solving process. The use of curriculum-based measurement (CBM) as a data collection technique is discussed. Reproducible planning and implementation tools are included; the large-size format facilitates photocopying. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas. See also *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement*, by Michelle K. Hosp, John L. Hosp, and Kenneth W. Howell, which provides hands-on instructions for implementing a core technique used in CBE.

Implementing Response-to-Intervention at the School, District, and State Levels:

Normal 0 false false false EN-US X-NONE X-NONE MicrosoftInternetExplorer4 /* Style Definitions */
table.MsoNormalTable {mso-style-name:"Table Normal"; mso-tstyle-rowband-size:0; mso-tstyle-colband-size:0; mso-style-noshow:yes; mso-style-priority:99; mso-style-qformat:yes; mso-style-parent:""; mso-padding-alt:0in 5.4pt 0in 5.4pt; mso-para-margin:0in; mso-para-margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:11.0pt; font-family:"Calibri"

Resilient Classrooms

This indispensable practitioner resource presents classroom-based strategies for supporting all students' success and psychological wellness in grades K-9. The authors clearly explain what makes a classroom a healthy place to learn. They describe effective procedures for recognizing when a classroom is lacking essential supports, intervening to put missing supports into place, and evaluating the effects on learning and development. Rich case studies show how the strategies have been used by actual educators. Reproducible worksheets and planning tools are included; the large-size format facilitates photocopying. Purchasers also get access to a Web page where they can download and print the reproducible materials. New to This Edition
*Incorporates a substantial new research base. *Expanded K-9 grade range. *Discussions of timely topics: English language learners, cultural diversity, response to intervention, and positive behavior supports. *Most case studies are new. *Seven additional reproducibles (intervention strategy sheets). This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

The Promise of Response to Intervention

As response to intervention (RTI) is adopted by increasing numbers of schools and districts, knowledge

about \"what works\" continues to grow. This much-needed book analyzes the key components of RTI service delivery and identifies the characteristics of successful implementation. Critically reviewing the available research, leading authorities describe best practices in multi-tier intervention, assessment, and data-based decision making. Clear-cut recommendations are provided for implementing evidence-based interventions to support students' needs in reading, writing, math, and behavior. A state-of-the-art resource for K–12 practitioners and administrators, the book also will fill a unique niche in graduate-level courses.

Implementing Response-to-Intervention in Elementary and Secondary Schools

The Response-to-Intervention (RTI) approach, tracks a student's progress and response to a given intervention (or series of interventions) that are designed to improve academic, social, behavioral, or emotional needs progress. RTI models have been closely scrutinized, researched, and reported in the past few years, and they are increasingly looked to as the foundation of future (and more and more as the present) of school psychology practice in schools. What is still lacking in the midst of a recent slew of handbooks, research studies, revised assessment scales and tests, and best-practices suggestions is a truly practical guidebook for actually implementing an RTI model. This book will fill this need. Following the structure and plan for our School-Based Practice in Action Series, authors Matt Burns and Kim Gibbons present a clear and concise guide for implementing a school-wide RTI model, from assessment and decision-making to Tiers I, II, and III interventions. As with other volumes in the series, a companion CD will include a wealth of examples of forms, checklists, reports, and progress monitoring materials for the practitioner.

Implementing Response-to-Intervention in Elementary and Secondary Schools

An update to the bestselling first edition, this practical guidebook for implementing a school-wide Response-to-Intervention (RTI) model clearly and concisely presents issues from assessment and decision-making to Tiers I, II, and III interventions. The authors discuss what RTI is and why it is used, how to conduct assessments within an RtI system, and how to create a school-wide organization to facilitate RTI. Curricula, instruction, and intervention strategies for each Tier level covered in detail, and answers to frequently asked questions and tips for getting started are also provided. Each chapter has been extensively revised and updated with the most current research and work in the field. New to this edition are a chapter on RTI in early childhood settings and a section in each chapter focused on considerations for secondary schools. A companion CD includes forms, checklists, reports, and progress monitoring materials to assist practitioners in the implementation of interventions. With this valuable, practical resource, school-based practitioners will be able to put the information they read into action immediately to enhance the implementation of RtI services for their schools and students.

Evaluating Educational Interventions

This book has been replaced by Evaluating Educational Interventions, Second Edition, ISBN 978-1-4625-4213-0.

Models for Implementing Response to Intervention

This book examines the implementation of three empirically supported response-to-intervention (RTI) models in four different school districts. The book addresses the complexity of putting RTI into place in the elementary grades, showing how the process actually took place and what impact it had on school climates and student learning and behavior. --from publisher description

Practical Handbook of Multi-Tiered Systems of Support

Accessible and comprehensive, this book shows how to build a schoolwide multi-tiered system of support

(MTSS) from the ground up. The MTSS framework encompasses tiered systems such as response to intervention (RTI) and positive behavioral interventions and supports (PBIS), and is designed to help all K-12 students succeed. Every component of an MTSS is discussed: effective instruction, the role of school teams, implementation in action, assessment, problem solving, and data-based decision making. Practitioner-friendly features include reflections from experienced implementers and an extended case study. Reproducible checklists and forms can be downloaded and printed in a convenient 8 1/2" x 11" size.

Handbook of Effective Inclusive Elementary Schools

Now in its Second Edition, this seminal handbook offers a comprehensive exploration of how students with disabilities might be provided classrooms and schools that are both inclusive and effective. With an enhanced focus on the elementary level, this new edition provides readers with a richer, more holistic understanding of how inclusive settings operate in K-5, featuring expanded chapters on principal engagement, teacher preparation, district-level support, school-based improvement practices, and more. Fully revised and updated to reflect changes in the field, each chapter synthesizes the research, explores if and how this knowledge is currently used in schools, and addresses the implications for practice and directions for future research.

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