

1. Record Nr.	UNINA9910254672103321
Titolo	Handbook of Response to Intervention : The Science and Practice of Multi-Tiered Systems of Support // edited by Shane R. Jimerson, Matthew K. Burns, Amanda M. VanDerHeyden
Pubbl/distr/stampa	New York, NY : , : Springer US : , : Imprint : Springer, , 2016
ISBN	1-4899-7568-3
Edizione	[2nd ed. 2016.]
Descrizione fisica	1 online resource (740 pages)
Disciplina	150
Soggetti	Child psychology School psychology Educational psychology Education—Psychology Social work Educational policy Education and state Child and School Psychology Educational Psychology Social Work Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	1. From Response to Intervention to Multi-Tiered Systems of Support: Advances in the Science and Practice of Assessment and Intervention; Shane R. Jimerson, Matthew K. Burns, & Amanda M. VanDerHeyden -- I. Foundations of Science -- 2. Data-based Decision-making; Stanley L. Deno -- 3. Applied Behavior Analysis: A Foundation for Response to Intervention; Scott P. Ardoin, Liliana Wagner, Kathryn E. Bangs -- 4. Learning Disabilities/Special Education; John L. Hosp, Sally Huddle, Jeremy W. Ford, Kiersten Hensley -- 5. Prevention and Response to Intervention: Past, Present, and Future; Ann C. Schulte -- 6. Problem-Solving Consultation; William P. Erchul & Caryn S. Ward -- II. Foundations of Practice -- 7. The Role of Professional Learning

Communities in Successful Response to Intervention Implementation; Lori Helman & Kay Rosheim -- 8. Response to Intervention and Accountability Systems; Timothy J. Runge, David J. Lillenstein, & Joseph F. Kovaleski -- 9. Multi-tiered Systems of Support and Evidence-Based Practices; Karen C. Stoiber & Maribeth Gettinger -- 10. Preservice Teacher Education and Response to Intervention within Multi-tiered Systems of Support: What Can We Learn From Research and Practice?; David H. Allsopp, Jennie L. Farmer, David Hoppey -- 11. Common Core State Standards and Response to Intervention: The Importance of Assessment, Intervention, and Progress Monitoring; Shane R. Jimerson, Rachel Stein, Aaron Haddock, & Reza Shahroozi -- III. Tier 1 – Assessment, Problem Analysis, and Intervention -- 12. Screening Assessment within a Multi-Tiered System of Support: Current Practices, Advances, and Next Steps; Nathan H. Clemens, Milena A. Keller-Margulis, Timothy Scholten, & Myeongsun Yoon -- 13. The Role of Tier I Mathematics Instruction in Elementary and Middle Schools: Promoting Mathematics Success; Asha K. Jitendra & Danielle N. Dupuis -- 14. Classroom Reading Instruction for All Students; Barbara R. Foorman and Jeanne Wanzek -- 15. Classwide Intervention Using Peer-Assisted Learning Strategies; Kristen L. McMaster & Douglas Fuchs -- IV. Tier 2 – Assessment, Problem Analysis, and Intervention -- 16. Assessment: Periodic Assessment to Monitor Progress; Benjamin Silbergglitt, David Parker, & Paul Muyskens -- 17. Problem-Analysis at Tier 2: Using Data to Find the Category of the Problem; Matthew K. Burns, Kathrin E. Maki, Abbey C. Karich, Matthew Hall, Jennifer J. McComas & Lori Helman -- 18. Multilevel Response-to-Intervention Prevention Systems: Mathematics Intervention at Tier 2; Lynn S. Fuchs, Douglas Fuchs, & Amelia S. Malone -- 19. Implementation of Tier 2 Reading Interventions in the Primary Grades; Jeanne Wanzek, Stephanie Al Otaiba, & Brandy Gatlin -- V. Tier 3 – Assessment, Problem Analysis, and Intervention -- 20. Progress Monitoring for Students Receiving Intensive Academic Intervention; David A. Klingbeil, Tera L. Bradley, & Jennifer J. McComas -- 21. Introduction to Problem Analysis to Identify Tier 3 Interventions: Brief Experimental Analysis of Academic Problems; Melissa Coolong-Chaffin & Jennifer J. McComas -- 22. Tier 3: Intensive Mathematics Intervention Strategies; Robin S. Coddling & Ryan Martin -- 23. Tier 3 Primary Grade Reading Interventions: Can We Distinguish Necessary from Sufficient?; Stephanie Al Otaiba, Jill Allor, Miriam Ortiz, Luana Greulich, Jeanne Wanzek & Joseph Torgesen -- VI. Contemporary Implementation Science -- 24. Assuring the Response to Intervention Process has Substance: Assessing and Supporting Intervention Implementation; George H. Noell & Kristin A. Gansle -- 25. Accuracy and Validity of Methods for Identifying Learning Disabilities in a Response to Intervention Service Delivery Framework; Jeremy Miciak, Jack M. Fletcher, & Karla K. Stuebing -- 26. Contextual Influences and Response to Intervention; Amy L. Reschly & Melissa Coolong-Chaffin -- 27. Using Single Case Design in a Response to Intervention Model; T. Chris Riley-Tillman & Daniel M. Maggin -- VII. Contemporary Implementation Topics -- 28. Technology-Based Assessment and Problem Analysis; Gerald Tindal & Julie Alonzo -- 29. Educational Technology and Response to Intervention: Affordances and Considerations; Janet S. Twyman & Melinda S. Sota -- 30. Response to Intervention for English Learners; Diana Socie & Mike Vanderwood -- 31. Essential Features of Tier 2 & 3 School-wide Positive Behavioral Supports; Barbara S. Mitchell, Allison L. Bruhn, & Timothy J. Lewis -- 32. Implementing Response to Intervention in Secondary Schools; Mark R. Shinn, Holly S. Windram, & Kerry A. Bollman -- 33. Advances in Multi-Tiered Systems of Support for Prekindergarten Children: Lessons

Learned from 5 Years of Research and Development from the Center for Response to Intervention in Early Childhood; Judith J. Carta, Charles R. Greenwood, Howard Goldstein, Scott R. McConnell, Ruth Kaminski, Tracy A. Bradfield, Alisha Wackerle-Hollman, Maura Linas, Gabriela Guerrero, Elizabeth Kelley & Jane Atwater -- 34. Teacher Formative Assessment: The Missing Link in Response to Intervention; Linda A. Reddy, Christopher M. Dudek, & Elisa S. Shernoff -- VIII. Effective Contemporary Models -- 35. Challenges Faced by New Implementation sites: The Role of Culture in the Change Process; Dawn Miller & Rachel Freeman -- 36. Making Response to Intervention Stick: Sustaining Implementation Past Your Retirement; Kim Gibbons & W. Alan Coulter -- 37. Evaluating the Impact of Response to Intervention in Reading at the Elementary Level Across the State of Pennsylvania; Edward S. Shapiro -- 38. Data-Based Decision-Making, the Problem Solving Model, and Response to Intervention in the Minneapolis Public Schools; Doug Marston, Matthew Lau, Paul Muyskens, & Jennifer Wilson -- 39. Implementing Response to Intervention in a Rural Setting; Renee Guy, Amanda Fields, & Lynn Edwards -- 40. Toward a Unified Response-to-Intervention Model: Multi-Tiered Systems of Support; Matthew K. Burns, Shane R. Jimerson, Amanda M. VanDerHeyden, & Stanley L. Deno.

---

Sommario/riassunto

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.

---