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Titolo	Models for implementing response to intervention [[electronic resource] ] : tools, outcomes, and implications / / edited by Edward S. Shapiro ... [et al.]
Pubbl/distr/stampa	New York, : Guilford Press, 2011
ISBN	1-283-00631-6 9786613006318 1-60918-127-1 1-60918-125-5
Descrizione fisica	1 online resource (433 p.)
Altri autori (Persone)	ShapiroEdward S
Disciplina	371.9/043
Soggetti	Remedial teaching - United States Slow learning children - Education - United States Learning disabled children - Education - United States Effective teaching - United States Response to intervention (Learning disabled children) Electronic books.
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 and index.
Nota di contenuto	pt. 1. Monitoring progress in Pennsylvania pupils : Project MP3 at Lehigh University -- pt. 2. Implementing RTI in low-achieving, high-need schools : Project MP3 at the University of Pittsburgh -- pt. 3. The Minnesota demonstrating progress monitoring project -- pt. 4. The University of Oregon-Eugene School District 4J RTI model -- pt. 5. Perspective from the model demonstration coordination center.
Sommario/riassunto	Providing a unique "on-the-ground" perspective, 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. The challenges of systems change are explored and key lessons identified

for improving intervention outcomes. Invaluable reproducible tools developed and field tested during the implementation of e

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