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Autore	Mascolo Jennifer T
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Altri autori (Persone)	AlfonsoVincent C FlanaganDawn P
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Nota di contenuto	Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners; Contents; Series Preface; Acknowledgments; Part I: Intervention Planning: Diagnostic Assessment, Response to Intervention, and Consultation; One: A Systematic Method of Analyzing Assessment Results for Tailoring Interventions (SMAARTI); PLANNING AND SELECTING INTERVENTIONS VERSUS TAILORING INTERVENTIONS; A METHOD FOR TAILORING INTERVENTIONS; STEPS OF SMAARTI; Step 1: Organize Primary Data Using the CHC-Based Data Organization and Targets for Intervention (DOTI) Form

Step 2: Determine Whether Academic Weaknesses Are Empirically Related to the Cognitive Weaknesses by Reviewing the Research on the Relations among Specific Cognitive Abilities, Neuropsychological Processes, and Academic Skills
Step 3: Review Manifestations of Cognitive Weaknesses and Organize Secondary Data, Identify Initial Targets for Intervention, and Identify Types of Academic Skill Deficits for Remediation Using the DOTI Form
Step 4: Consider Tertiary Data, Which Are Comprised of Information About Factors That Affect Learning and Achievement and That Are Largely External to the Student (i.e., Extrinsic)
Step 5: Integrate Data From All Previous Steps, Design and Implement an Intervention, and Monitor Its Effectiveness; SUMMARY; REFERENCES; Two: Essentials of a Tiered Intervention System to Support Unique Learners: Recommendations from Research and Practice; PRELIMINARY INFORMATION ABOUT RTI; Problem Solving Versus Standard Protocol; Progress Monitoring; TIER 1 PREVENTION
Overview of Tier 1: Evidence-Based Instruction
Instructional Tools: Qualities of Good Tier 1 Programs; Implementation; Progress Monitoring; Making Adjustments; Considerations for Secondary Schools; Summary; TIER 2 PREVENTION; Overview of Tier 2: Intensive Instruction; Instructional Tools: Selecting a Program; Implementation; Progress Monitoring; Making Adjustments; Considerations for Secondary Schools; Summary; TIER 3 INTERVENTION; Overview of Tier 3: Special Education?; Instructional Tools: Designing Data-Based, Individualized Instruction; Experimental Teaching/Data-Based Individualization
Fidelity at Tier 3
Progress Monitoring; Making Adjustments; Considerations for Secondary Schools; Summary; CONCLUSION; REFERENCES; Three: Home-School Collaboration for Intervention Planning; WHAT IS COLLABORATION?; WHY ESTABLISH PARTNERSHIPS ACROSS SCHOOL AND HOME?; KEY COMPONENTS FOR COLLABORATIVE PARTNERSHIPS; Strengths-Based Approach; Healthy Relationships; Effective Communication; STRUCTURED PROBLEM SOLVING: CONJOINT BEHAVIORAL CONSULTATION; INTERVENTION PLANNING AND IMPLEMENTATION; Creating Continuity Through Home and School Plans; Matching Function of Behavior to Interventions
Maximizing Treatment Integrity with Parents

Sommario/riassunto

An authoritative resource for meeting the unique needs of struggling learners
Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners offers concrete, step-by-step procedures for assessing and interpreting cognitive and academic performance for the purpose of intervention planning. The book helps practitioners answer the question, "Which intervention(s) should I use and why?" Leading experts use real case studies to explain how to select and tailor interventions to address the unique needs of individual learners.
Introduces a detail
