

1. Record Nr.	UNINA9910766599203321
Autore	Constantinus : Rhodius
Titolo	Ecphrasis ecclesiae sanctorum apostolorum Carmina Scoptica Appendices / Constantinus Rhodius . Carmina Scoptica / Theodorus Paphlago ; ediderunt Claudio De Stefani, Gioacchino Strano
Pubbl/distr/stampa	Berlin ; Boston, : De Gruyter, c2024
ISBN	9783110742152
Descrizione fisica	LXV, 98 p. ; 24 cm
Collana	Bibliotheca scriptorum Graecorum et Romanorum Teubneriana ; 2046
Altri autori (Persone)	Paphlago, Theodorus
Disciplina	881.01
Locazione	FLFBC
Collocazione	P2B 620 TEUB CONST ROD 401 (2024)
Lingua di pubblicazione	Greco antico Latino
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910823685203321
Autore	Burney DeAnna M.
Titolo	The impact of reforms and interventions on K-12 education // DeAnna M. Burney
Pubbl/distr/stampa	New York, NY : , : Momentum Press, , [2015] ©2015
Descrizione fisica	1 online resource (x, 189 pages) : illustrations
Collana	Educational psychology collection
Disciplina	371.90973
Soggetti	Special education - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Co-published with Cognella Academic Publishing.
Nota di bibliografia	Includes bibliographical references (pages 149-182) and index.
Nota di contenuto	<p>1. The modern K-12 education system -- Introduction -- Elements of successful learning environments -- Legislative acts -- Response to intervention -- Linking assessment and intervention to student improvement --</p> <p>2. Education laws -- Overview -- Overview educational law -- The historical progression of tax-funded educational programs -- Structure: general education -- Progressing through the mainstream educational system -- U.S. education legislation -- Current provision of IDEIA 2004 -- Least restrictive environment -- IEP process -- Qualifications for 504 services -- Appropriate accommodation defined -- Retaining 504 services --</p> <p>3. The theories behind current educational interventions -- Introduction -- Theoretical perspectives of learning -- Behavior modification -- Behavior modification techniques -- Contingencies -- Assessment -- Education and behavioral change -- Academic and behavior interventions defined -- Behavior-improvement plan explained -- Integrating academic and behavior supports within an RtI framework. -- Effective and reliable integration assessment -- Teaching strategies -- Moving up the triangle --</p> <p>4. Reactions and roadblocks to intervention models -- Purpose of response to intervention (RtI) -- Response to intervention defined -- Empirical validated interventions -- Relationship between IDEA and RtI -- Implementation of RtI in schools -- Progress monitoring and tiered</p>

service delivery -- Assessment of responsiveness -- Fidelity of implementation -- Strategies of implementing the three intervention tiers -- Roles and responsibilities of Rtl -- Using Rtl to improve student social and academic behavior? -- Response to intervention outcomes --

5. Progress measurement and assessment of schools and students -- Introduction -- Progress monitoring defined -- Purpose of assessment monitoring plan and data collection -- Response to intervention -- Research outcomes for formative assessment practices -- Developing a progressing monitoring plan -- Using progress outcome monitoring data -- Guidelines for evaluating the assessment, monitoring the plan -- Alignment of data outcomes with curriculum and instruction -- Improving teacher instructional strategies -- Progress monitoring assessment -- Curriculum-based assessment -- Fidelity of implementation -- Research-based interventions -- Research-based interventions and eligibility for special education -- Data-based decision making -- Conclusion -- Bibliography -- Index.

Sommario/riassunto

This book is designed to address the state of twenty-first century education practices pertaining to all students who enter a school classroom. Thus, this book will discuss a variety of topics that deal with special-education law, theoretical perspectives on scientific-based interventions, progress monitoring, as well as academic skill and interventions for reading, mathematics, and written language. Educational and psychological practitioners will especially find this book a tremendous help when seeking understanding of Response to Intervention, its purpose, and practical use. Even more, when discovering the presentation of scientific-based interventions that can be used within the classroom or prescribed within a psychological report.
