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Soggetti	Remedial teaching - United States Slow learning children - Education - United States Learning disabled children - Education - United States Response to intervention (Learning disabled children) Individualized instruction
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; About the Author; Introduction; PART I: RTI, Differentiated Instruction, and Their Marriage; 1 - Principles of RTI and Implications in the Classroom; 2 - Principles of DI and Implications in the Classroom; 3 - The Merging of DI and RTI; PART II: Tier 1 RTI With Differentiated Instruction; 4 - Tier 1-Curriculum and Instruction; 5 - Tier 1-Assessment; 6 - Tier 1-The Environment; PART III: Tier 2, Tier 3, and the Problem-Solving Team; 7 - Tier 2-Instruction and Differentiation; 8 - Tier 2-Assessment and Problem Solving; 9 - Tier 3-Instruction, Assessment, and Problem Solving 10 - The Problem-Solving Team Resources; References; Index
Sommario/riassunto	Teachers are expected to tailor instruction for diverse learners in their classrooms. While most educators are familiar with differentiated instruction, the principles and practices of Response to Intervention/Instruction (RTI) are still emerging.