

1. Record Nr.	UNINA9910786280603321
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Titolo	RTI applications [[electronic resource]] . Volume 2 : assessment, analysis, and decision making // T. Chris Riley-Tillman, Matthew K. Burns, Kimberly Gibbons
Pubbl/distr/stampa	New York, : Guilford Press, 2013
ISBN	1-4625-1108-2 1-4625-0916-9
Descrizione fisica	1 online resource (178 p.)
Collana	Guilford practical intervention in the schools series
Altri autori (Persone)	BurnsMatthew K GibbonsKimberly
Disciplina	371.9
Soggetti	Response to intervention (Learning disabled children)
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	Cover; Half Title; Series Page; Front Matter; Title; Copyright; Dedication; About the Authors; Acknowledgments; Contents; Chapter 1--Advanced Response-to-Intervention Applications; Beyond the ""Interventions"" in Response to Intervention; The Role of Outcome Data in Response to Intervention; The First ""Fine-Print"" Point of Evidence-Based Intervention; The Second ""Fine-Print"" Point of Evidence-Based Intervention; The Third ""Fine-Print"" Point of Evidence-Based Intervention; Evaluating Intervention; Decision Making in Response to Intervention Response to Intervention and Multi-Tiered Systems of SupportThe Book; Chapter 2--School-Based Assessment; Assessment; Formative Evaluation; Assessment Data for Response-to-Intervention Decisions; Identify Need for Intervention; Identify Interventions; Determine Intervention Effectiveness; Determine Whether Special Education Is Warranted; Treatment Fidelity; Permanent Product; Direct Observation; Self-Report; Implementation Integrity System; Conclusion; Form 2.1. Generic Tier 2 Fidelity Observation Checklist; Chapter 3--Assessment for Problem Solving; Problem-Solving Framework Problem AnalysisProblem Analysis within the Tiers; Tier 1; Tier 2; Tier 3; What about the 50 Other Things That Need to Be Assessed?; Chapter 4--Evaluating Interventions: Applied Single-Case Design; What Is

Applied Single-Case Design and Why Is It Ideally Suited for Response to Intervention?; Basics of Single-Case Design: Baseline Logic; Prediction; Affirmation of the Consequent; Verification; Replication by Affirmation of the Consequent; Why Use Baseline Logic in Applied Practice?; Relevant Formal Designs; The ABC Notation System; The Classic "Withdraw" Design; B Design; A-B Design A-B-A Design A-B-A-B Design; Multiple-Baseline Design; The Role of Single-Case Design in a Response-to-Intervention Model; Conclusion; Chapter 5--Evaluating Interventions: Analysis of Intervention Data; Summarizing Data through Visual Presentation: Creating the Line Graph; Single-Case-Design Graphing Guidelines; Building Intervention Graphs; Analysis of an Intervention Effect: "Was There a Change?"; "To What Degree Was There a Change in the Target Behavior(s) When the Intervention Was Implemented (or Removed)?" Analysis of a Functional Relationship: "Can We Say That the Intervention Was Responsible for the Observed Change?" A-B-A-B Design; Multiple-Baseline Design; What Happens If You Can't Document an Intervention Effect?; Using Quantitative Metrics; Form 5.1. Intervention Graph (Percent); Form 5.2. Intervention Graph (Frequency Count); Form 5.3. Multiple-Baseline Across-Targets Intervention Graphs; Chapter 6--Decisions about Groups; Tier 1: Is There a Classwide Problem?; Criteria for Class Median; Tier 2; Who Needs a Tier 2 Intervention?; Any Surprises or Missed Students? What Intervention Is Appropriate?: Category of Deficit

Sommario/riassunto

Once a response-to-intervention (RTI) framework is in place, how can educators determine whether or not interventions are working? This volume focuses on the "response" component of RTI, providing crucial knowledge and hands-on techniques for assessing the effectiveness of RTI practices in grades K-12. The authors show how to select suitable assessment measures, analyze data about academic and behavioral interventions, and make defensible decisions about groups, individual students, and special education eligibility. Professional development strategies are also addressed. Useful reproducible
