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Descrizione fisica	1 online resource (x, 189 pages) : illustrations
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Nota di bibliografia	Includes bibliographical references (pages 149-182) and index.
Nota di contenuto	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 -- 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 -- 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 -- 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

service delivery -- Assessment of responsiveness -- Fidelity of implementation -- Strategies of implementing the three intervention tiers -- Roles and responsibilities of RtI -- Using RtI 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.
