

1. Record Nr.	UNINA9910818106003321
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Titolo	Response to intervention and precision teaching : creating synergy in the classroom / / Kent Johnson, Elizabeth M. Street [[electronic resource]]
Pubbl/distr/stampa	New York, New York : , : The Guilford Press, , 2013 ©2013
ISBN	1-283-81056-5 1-4625-0763-8
Descrizione fisica	1 online resource (225 p.)
Disciplina	370.15 371.9/043 371.9043
Soggetti	Remedial teaching Response to intervention (Learning disabled children) Effective teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Half Title Page; Also from Kent Johnson; Title Page; Copyright Page; Dedication; About the Authors; Preface; Contents; Chapter 1. The Response-to-Intervention Framework; Origins; What Is Response to Intervention?; The Three Tiers; Key Components of the Reponse-to-Intervention Framework; The Challenges; Summary; Chapter 2. Concepts and Principles of Precision Teaching; Component Teaching to Mastery; The Fluency Concept; Frequency as Fundamental; Defining Fluency with Precision; Standard Celeration Charting; PT Resources; Summary; Chapter 3. Instructional Design for Precision Teaching Three Technologies for Content AnalysisFrom Content Analysis to Instructional Objectives; Summary; Chapter 4. Blending Precision Teaching Technology with the Response-to-Intervention Framework; Focus on Fluency; A Match Made in Heaven; History of Precision Teaching in the K-12 System; From Screening to Data-Based Decision Making; Summary; Chapter 5. Precision Teaching Technology in Practice; Implementation of Precision Teaching Technology at

Morningside Academy; Peer Coaching; Chart Shares; Precision Teaching Interventions at Each Tier; An Apple a Day; Summary
Chapter 6. Precision Teaching in Reading Prerequisites for Reading Behavior; Reading Behavior; Understanding Text; Strategic, Engaged Reading; Summary; Chapter 7. Precision Teaching in Writing; Tool Skills in Writing; Composing Sentences; Composing Paragraphs, Essays, and Reports; Reading or Language Arts?; Chapter 8. Precision Teaching in Mathematics; Tool Skills in Mathematics; Computation Skills; Solving Standard Word Problems with Algebraic Equations; Effectiveness of Morningside Mathematics Fluency; Chapter 9. Precision Teaching in the Content Areas; Pinpoints in the Content Areas
Creating or Locating Fluency Sheets Features of Good Worksheets/Practice Opportunities; Summary; Chapter 10. Project-Based Learning, Building Complex Repertoires, and Ensuring Real-World Competence; The Two Camps; Two Examples; Turning the World View Right Side Up; Appendix 1. Precision Decisions for the Timings Chart: Data-Driven Decisions for Performance-Based Measures within Sessions; Appendix 2. Using the Timings Chart to Make Within-Session Decisions; Appendix 3. A Timings Standard Celeration Chart; Appendix 4. A Daily per Minute Standard Celeration Chart
Appendix 5. Exercise for Tiemann and Markle's Kinds of Learning References; Index

Sommario/riassunto

Successful implementation of response to intervention (RTI) for academic skills problems requires rigorous progress monitoring. This book shows how the proven instructional technology known as precision teaching (PT) can facilitate progress monitoring while building K-12 students' fluency in reading, writing, math, and the content areas. Detailed instructions help general and special education teachers use PT to target specific skills at all three tiers of RTI, and incorporate it into project-based learning. Of crucial importance for RTI implementers, the book provides explicit procedures
