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The relationship of ROIs to initial score level and time of year (fall–winter vs. winter–spring) is described in the AIMSweb ROI Growth Norms Guide, located on the Downloads tab in the AIMSweb system. To find a student's ROI growth percentile, go to the section for the student's grade and initial score level, and then identify the column for the appropriate interval (fall–winter, winter–spring, or fall–spring).

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This book provides guidance for educators (teachers, support staff, school administrators and instructors in schools of education) to assess, understand and address the needs of

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English language learners within the context of the Response to Intervention process. This book empowers general and special educators, as well as support staff, to take on important roles and activities without necessarily having to speak the student's native language.

Developed specifically to overcome problems with traditional standardized instruments, curriculum-based measurement (CBM) has steadily increased in educational use. These brief assessment probes of reading, spelling, written expression, and mathematics serve to quantify student performance as well as to enhance academic achievement. Their widening use as a means of evaluation and ultimately of instruction, has created a corresponding need to

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expand the applications of this methodology to diverse populations. This new volume addresses that need by focusing on the broader application of CBM, providing practical new measures, as well as detailing their use with specific student groups.

Written expressly for teachers, this book is jam-packed with tools and strategies for integrating response to intervention (RTI) into everyday instruction in grades K-5. Numerous real-world examples connect RTI concepts to what teachers already know to help them provide effective instruction for all students, including struggling learners. Drawing on extensive classroom experience, the authors: *Present color-coded intervention recipes for all three tiers of RTI implementation. *Provide hands-

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on tools and 50 reproducibles, with a large format and sturdy spiral binding for ease of use. *Explain the core features of RTI and what they look like in action. *Describe evidence-based instructional methods for reading, writing, math, and behavior. *Show how to fit assessment and progress monitoring into the busy school day.

This bestselling work provides practitioners with a complete guide to implementing response to intervention (RTI) in schools. The authors are leading experts who explain the main components of RTI--high-quality instruction, frequent assessment, and data-based decision making--and show how to use it to foster positive academic and behavioral outcomes for all students. Implementation procedures are described in step-by-

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step detail. In a large-size format with lay-flat binding to facilitate photocopying, the book includes reproducible planning and implementation worksheets. The companion website features an accompanying PowerPoint presentation for use in RTI training. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. New to this Edition *Includes extensive new research that reflects the increasing adoption of RTI nationwide. *Expanded to include behavioral interventions. *Chapter on effective instructional practices for general education. *Chapter on implementation at the whole-school and district levels. *Chapter featuring multiple intervention case studies. See also Assessment for Intervention,

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Second Edition, which details a wide range of assessment procedures ideal for implementation in an RTI framework.

Learn how to help struggling middle & high school students through the implementation of Response To Intervention (RTI). This book provides advice for tailoring RTI to the realities of secondary settings, including compartmentalized instruction, highly demanding curriculum expectations, complex schedules and students who are approaching adulthood and have a significant voice in their own education program.

Curriculum Focal Points for
Prekindergarten through Grade 8

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Mathematics: A Quest for Coherence provides a rationale for focal points for each grade level, prekindergarten - 8.

The sequel to Pyramid Response to Intervention advocates that a successful RTI model begins by asking the right questions to create a fundamentally effective learning environment for every student. RTI is not a series of implementation steps, but rather a way of thinking.

Understand why bureaucratic, paperwork-heavy, compliance-oriented, test-score-driven approaches fail. Then learn how to create a focused RTI model that works.

This book is organized around several themes, namely: the changing context for the professional practice of school psychology; classroom- and school-

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based prevention and intervention programs; and professional training issues specific to intervention-oriented school psychology. The first three chapters address numerous reform and restructuring issues, and their relationship to interventions in schools and classrooms. The need to carefully link assessment and intervention is emphasized. Chapters 4 and 5 deal with evaluation issues. Chapters 6 through 12 discuss general intervention strategies that cut across age and grade levels and that focus on improving study skills, teaching social skills, peer tutoring, self-monitoring, computer-assisted instruction, mainstream assistance teams, and supporting students with severe intellectual disabilities and severe challenging behaviors. Chapters 13 and 14 focus on interventions at the

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preschool level; chapters 15 through 19 concentrate on interventions at the elementary level; and chapters 20 through 23 look at interventions at the secondary level. Interventions for specific problems are addressed in chapters 24 through 32. Problems addressed include addictive behaviors, vandalism, truancy and school absenteeism, stealing, lying and cheating, swearing, depression, attention problems, and conduct problems. The final two chapters deal with specific professional training issues that focus on the knowledge and skills needed by pre-service and inservice professionals to function effectively as instructional and behavioral interventionists. (NB)

Adding It Up explores how students in pre-K through 8th grade learn

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mathematics and recommends how teaching, curricula, and teacher education should change to improve mathematics learning during these critical years. The committee identifies five interdependent components of mathematical proficiency and describes how students develop this proficiency. With examples and illustrations, the book presents a portrait of mathematics learning: Research findings on what children know about numbers by the time they arrive in pre-K and the implications for mathematics instruction. Details on the processes by which students acquire mathematical proficiency with whole numbers, rational numbers, and integers, as well as beginning algebra, geometry, measurement, and probability and statistics. The committee discusses what is known

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from research about teaching for mathematics proficiency, focusing on the interactions between teachers and students around educational materials and how teachers develop proficiency in teaching mathematics.

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