

Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support

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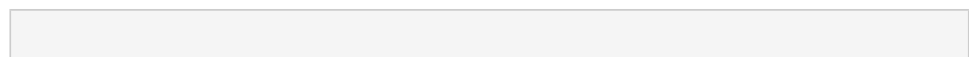
Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support From Springer

The Second Edition of this essential handbook provides a comprehensive, updated overview of the science that informs best practices for the implementation of response to intervention (RTI) processes within Multi-Tiered Systems of Support (MTSS) to facilitate the academic success of all students. The volume includes insights from leading scholars and scientist-practitioners to provide a highly usable guide to the essentials of RTI assessment and identification as well as research-based interventions for improving students' reading, writing, oral, and math skills. New and revised chapters explore crucial issues, define key concepts, identify topics warranting further study, and address real-world questions regarding implementation.

Key topics include:

- Scientific foundations of RTI
- Psychometric measurement within RTI
- RTI and social behavior skills
- The role of consultation in RTI
- Monitoring response to supplemental services Using technology to facilitate RTI
- RTI and transition planning
- Lessons learned from RTI programs around the country

The Second Edition of the *Handbook of Response to Intervention* is an essential resource for researchers, graduate students, and professionals/scientist-practitioners in child and school psychology, special and general education, social work and counseling, and educational policy and politics.



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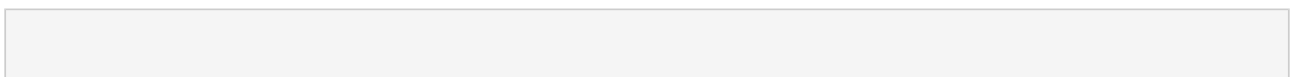
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Editorial Review

Review

“This book on best practices for using response to intervention (RTI) within Multi-Tiered Systems of Support (MTSS) covers both assessment and intervention. ... The book is replete with figures and tables which help clarify the text. This book fully discusses the multitiered systems of support. This update is justified because of the increase in research studies since the previous edition.” (Gary B. Kaniuk, Doody’s Book Reviews, April, 2016)

From the Back Cover

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About the Author

Shane R. Jimerson, Ph.D., is the Chair and Professor in the Department of Counseling, Clinical, and School Psychology at the University of California, Santa Barbara. Dr. Jimerson is currently the Editor of *School Psychology Quarterly* published by the American Psychological Association, and President-Elect of the International School Psychology Association. He was also recently the President of *Division 16 (School Psychology)* of the American Psychological Association. He has contributed over 200 presentations during the past 15 years to diverse audiences of students, scholars, and professionals across more than 25 countries,

including; Australia, Bangladesh, Canada, China, Denmark, England, Estonia, Finland, France, Germany, Greece, Hong Kong, India, Ireland, Jamaica, Japan, Latvia, Lithuania, Macau, Malta, Puerto Rico, the Netherlands, New Zealand, Portugal, Spain, and the United States. Dr. Jimerson is the co-founder of the *International Institute of School Psychology*. Among over 300 publications, Dr. Jimerson is the Editor of and contributor to a special issue of *The California School Psychologist* journal addressing the topic of response to intervention and problem solving strategies, entitled, *Response to Interventions Approaches: Supporting Early and Sustained Success for all Students*. He is also the lead-editor of *The Handbook of School Violence and School Safety: International Research and Practice 2nd Edition* (2012, Routledge), co-editor of *Best Practices in School Crisis Prevention and Intervention 2nd Edition* (2012, National Association of School Psychologists), *The Handbook of Bullying in Schools: An International Perspective* (2010, Routledge), the lead-editor of *The Handbook of International School Psychology* (2007, SAGE Publishing), and the lead editor of *The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention* (2007, Springer Science). He is also co-author of *School Crisis Prevention and Intervention: The PREPaRE Model* (2009, National Association of School Psychologists), a co-author of a five-book grief support group curriculum series *The Mourning Child Grief Support Group Curriculum* (2001, Taylor and Francis), co-author of *Identifying, Assessing, and Treating Autism at School* (2006, Springer Science), co-author of *Identifying, Assessing, and Treating Conduct Disorder at School* (2008, Springer Science), co-author of *Identifying, Assessing, and Treating PTSD at School* (2008, Springer Science), co-author of *Identifying, Assessing, and Treating ADHD at School* (2009, Springer Science), and co-author of the *Promoting Positive Peer Relationships (P3R): Bullying Prevention Program* (2008, Stories of Us). He has also served as the Editor of *The California School Psychologist* journal, Associate Editor of *School Psychology Review*, and the editorial boards of numerous journals including, the *Journal of School Psychology and School Psychology Quarterly*. Dr. Jimerson has chaired and served on numerous boards and advisory committees at the state, national, and international levels, including; Vice President for *Convention Affairs and Public Relations of Division 16 (School Psychology) American Psychological Association*, Chair of the *Research Committee of the International School Psychology Association*, Chair of the *Division 16 (School Psychology) conference proceedings for the American Psychological Association* conference, and Chair of the *School Psychology Research Collaboration Conference*. The quality and contributions of his scholarship are reflected in the numerous awards and recognition that he has received. Dr. Jimerson received the *Best Research Article of the Year Award* from the , in 1998 and then again in 2000. He also received the 2001 *Outstanding Article of the Year Award* from the National Association of School Psychologists', *School Psychology Review*. Also in 2001, he was elected to membership in the *Society for the Study of School Psychology*. Dr. Jimerson's scholarly efforts were also recognized by the *American Educational Research Association* with the 2002 *Early Career Award in Human Development*. He and his UCSB research team received the 2003 *Outstanding Research Award* from the *California Association of School Psychologists*. Also during 2003, Dr. Jimerson received the *Lightner Witmer Early Career Contributions Award* from *Division 16 (School Psychology) of the American Psychological Association*. He and his UCSB research team also received the 2004 *Outstanding Research Award* from the *California Association of School Psychologists*. In 2006, Dr. Jimerson received the *President's Award for Exemplary Contributions from the California Association of School Psychologists*. In 2007, Dr. Jimerson was elected Fellow of the *American Psychological Association, Division 16 (School Psychology)*. Dr. Jimerson received the 2010 *Outstanding Contributions Award* from the *American Psychological Association, Division 16 (School Psychology)*. Dr. Jimerson presented the 2012 *Evan Brown Distinguished Lecture* at the University of Nebraska, Omaha and also received the 2012 *Ronda Talley Distinguished Leader and Advocate Award* from Indiana University. In 2013 Dr. Jimerson was elected Fellow of the *American Psychological Association, Division 52 (International Psychology)* and also received the *Outstanding Contributions Award* from the *American Psychological Association, Division 16 (School Psychology)*. Dr. Jimerson received the 2014 *Award of Excellence for Distinguished Contributions to School Crisis Management* from the *National Association of School Psychologists* and he also received the 2014 *Outstanding International Psychologist Award* from the

American Psychological Association, Division 52 (International Psychology). His international professional and scholarly activities aim to advance and promote science, practice, and policy relevant to school psychology, in an effort to benefit children, families, and communities across the country and throughout the world.

Matthew K. Burns, Ph.D., is Associate Dean for Research and Professor of School Psychology with the College of Education at the University of Missouri. Dr. Burns has published over 200 articles and book chapters in national publications, and has procured over \$11 million of external funding to support his research. He has also co-authored or co-edited 12 books including *Advanced RTI applications, Volumes 1 and 2*, *Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices* (2nd edition), *A guide to refining and retooling school psychological practice in the era of RtI*, *Single case design for measuring response to educational intervention*, and *Curriculum-based assessment for instructional design: Using data to individualize instruction*. Dr. Burns is the Editor of *School Psychology Review* and past Editor of *Assessment for Effective Intervention*. He has received numerous awards including the 2013 Discovery Award for Distinction in Educational Research from the Midwest Instructional Leadership Council and the 2011 Evidence of Scientific Research Education Award from the Minnesota Consortium for Evidence in Education. Finally, Dr. Burns is a highly sought after national speaker and has delivered over 70 invited or keynote presentations to national, regional, or state conferences, and has worked with dozens of schools across the country in implementing response to intervention.

Amanda M. VanDerHeyden, Ph.D., is a private consultant and researcher who has directed and evaluated numerous school-wide intervention and reform efforts and her work has been featured on “Education News Parents Can Use” on PBS and The Learning Channel. Dr. VanDerHeyden has held faculty positions at Louisiana State University Health Sciences Center and University of California at Santa Barbara. She is President of Education Research & Consulting, Inc. in Fairhope. Dr. VanDerHeyden serves as former scientific advisor to the RTI Action Network at the National Center for Learning Disabilities, iSTEEP (a web-based data management system), and the Center on Innovations in Learning. She is a former guest and standing panel member for the Institute for Education Sciences at the U.S. Department of Education, and serves on the board of trustees for the Southwest Development Laboratory (SEDL, one of 10 regional laboratories funded by the U.S. Department of Education). Dr. VanDerHeyden has published more than 70 scholarly articles and chapters, 6 books, and has given keynote addresses to state school psychology associations and state departments of education in 22 states. She is co-author of the Evidence-Based Mathematics Innovation Configuration for the National Comprehensive Center for Teacher Quality at Vanderbilt University and now the Collaboration for Effective Education Development, Accountability, and Reform at University of Florida. Her most recent book (*The RTI Approach to Evaluating Learning Disabilities*) was featured at a forum for policymakers hosted by the National Center for Learning Disabilities as a best-practice guide for identifying and serving children with Learning Disabilities in October of 2013 in New York, NY. She actively conducts research focused on improving learning outcomes for students and her scholarly work has been recognized in the form of article of the year award in 2007 from *Journal of School Psychology*, the Lightner Witmer Early Career Contributions Award from Division 16 (School Psychology) of the American Psychological Association, and her 2012 induction into the 100-member Society for the Study of School Psychology.

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