



Handbook of Response to Intervention in Early Childhood

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Handbook of Response to Intervention in Early Childhood From Brookes Publishing

Free webinars on RTI in early childhood! Register today.

Response to intervention (RTI) is improving student outcomes in K–12 classrooms across the country, but how can it best be applied in early childhood settings? Find out in this authoritative handbook, the first complete resource on what we know about using RTI to promote all young children's school and social success.

With cutting-edge research from more than 60 of today's leading experts, this foundational resource will be an essential reference for every early childhood administrator, whether program-, district-, or state-level. You'll get a comprehensive primer on RTI, including detailed information on its defining principles and features, its evidence base, specific RTI models, and program-level supports for implementing RTI. Then you'll get research-based knowledge and guidance to help you

- implement **specific tiered approaches** to instruction and intervention, including Recognition & Response and the Teaching Pyramid
- use valid, reliable **universal screening** and **progress monitoring** measures
- use RTI to enrich **literacy and math** curriculum and instruction
- strengthen school-wide **positive behavior supports** with an RTI framework
- **integrate RTI and inclusion** to strengthen education for students with disabilities
- adapt RTI to meet the needs of **young dual language learners**
- develop effective **professional development** to support RTI in early childhood
- **engage families as active partners** in the RTI process
- **successfully sustain your RTI efforts** throughout your next school year and beyond

Equally valuable as a key reference for administrators and a textbook for university courses, this cornerstone volume will help RTI flourish in early childhood settings—so *every* young child has the best chance for school success.

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Editorial Review

Review

“A remarkably clear and comprehensive overview of RTI that is framed specifically for early childhood audiences . . . This much-needed volume is appearing at a critical time as the early childhood world is beginning to embrace principles of RTI.”

(David K. Dickinson, Ed.D.)

About the Author

Dr. Buysse is Senior Scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. In addition to directing a program of research on Recognition & Response, a model of response to intervention for prekindergarten, her research interests include innovations in professional development; models such as consultation, coaching, mentoring, and communities of practice that support professional development and program improvement; and educational practices and interventions that address the unique needs of diverse learners—those who have disabilities, who have learning difficulties, or who are dual language learners.

Dr. Peisner-Feinberg is Senior Scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Her background is in developmental psychology and public policy, and she has more than 20 years of research experience in early childhood education and program evaluation. Dr. Peisner-Feinberg has conducted numerous statewide and national research studies focused on the quality of early education programs and initiatives; the effects on children, especially dual language learners and children at risk; and quality improvement strategies.

In addition to his work at the Instructional Research Group, Dr. Gersten is also a professor emeritus in the College of Education at the University of Oregon. He is the director of the Math Strand for the Center on Instruction, the director of research for the Regional Educational Laboratory-South West, and the principal investigator for several What Works Clearinghouse projects. As Project Director of the Teacher Quality Distribution and Measurement Study, Dr. Gersten is currently working with a team of researchers from Harvard University to revise a mathematics observation measure that will be used to determine the effect of professional development on teachers' mathematics instruction. He is also a coauthor of a mathematics screening and progress monitoring measure for kindergarten and first-grade students that is in press. His main areas of expertise include evaluation methodology and instructional research on students with learning disabilities, mathematics, and reading comprehension. Dr. Gersten has conducted numerous randomized trials, many of which have been published in major scientific journals in the field. He has either directed or codirected 42 applied research grants addressing a wide array of issues in education and has been a recipient of many federal and nonfederal grants (more than \$20 million). He has advised on a variety of reading and mathematics projects using randomized trials in education settings and has written extensively about the

importance of randomized trials in special education research.

In 2002, Dr. Gersten received the Distinguished Special Education Researcher Award from the American Educational Research Association's Special Education Research Division. He served as a member of the National Mathematics Advisory Panel, a Presidential committee to develop researchbased policy in mathematics for American schools. Dr. Gersten also chaired the Panel that developed A Practice Guide on Response to Intervention in Mathematics for the U.S. Department of Education's Institute of Education Sciences (IES).

Dr. Brown joined the faculty at the University of South Carolina (USC) in 1995, and, in addition to his work in the Department of Educational Studies in the College of Education, he is a member of the USC Research Consortium on Children and Families.

Dr. Carta is Senior Scientist in the Schiefelbusch Institute for Life Span Studies, Professor of Special Education, and Director of Early Childhood Research at Juniper Gardens Children's Project at the University of Kansas.

Edward G. Feil, PhD, is a senior scientist at Oregon Research Institute. His research interests include early screening of child behavior problems, home and school interventions, and interactive technologies.

Dr. Lise Fox is a professor in the Department of Child and Family Studies of the University of South Florida in Tampa, Florida and the Co-Director of Florida Center for Inclusive Communities: A University Center for Excellence in Developmental Disabilities (www.flcic.org). Lise was the Principal Investigator of the Technical Assistance Center for Social Emotional Intervention (www.challengingbehavior.org) funded by the Office of Special Education Programs. Dr. Fox is engaged in research and training efforts related to the implementation of the Pyramid Model in early education and care classrooms, program-wide models of implementation, and positive behavior support. She received the Mary E. McEvoy Service to the Field Award from the Division for Early Childhood.

Andy Frey is Associate Professor in the Kent School of Social Work at the University of Louisville. His research interests include prevention and intervention of challenging behavior with young children and families.

Lynn S. Fuchs, Ph.D., Nicholas Hobbs Professor of Special Education and Human Development, Peabody College, Vanderbilt University, Department of Special Education, 110 Magnolia Circle, Room 417C, Nashville, TN 37203. Dr. Fuchs's research addresses teachers' use of classroom-based assessment information and instructional practices for improving reading and mathematics performance.

Herbert P. Ginsburg, the Jacob H. Schiff Professor of Psychology and Education at Teachers College, Columbia University, has conducted basic research on the development of mathematical thinking, with particular attention to young children and disadvantaged populations. He has drawn on cognitive developmental research to develop a mathematics curriculum, *Big Math for Little Kids*.

Dr. Greenwood is the Director of the Juniper Gardens Children's Project and Professor of Applied Behavioral Science at the University of Kansas. He is a founding author of progress monitoring measures for infants and toddlers and editor of *School-Wide Prevention Models: Lessons Learned in Elementary Schools* (Guilford Press, 2008). He is co-principal investigator of the Center for Response to Intervention in Early Childhood (CRTIEC). He has more than 100 publications in peer-reviewed journals to his credit. Under his leadership, the Juniper Gardens Children's Project was awarded the 1996 research award of the Council for Exceptional Children for its contributions to interventions for children with special needs. He was the recipient of the 2009 Higuchi Research Achievement Award in Applied Science at the University of Kansas.

Jennifer Grisham-Brown, Ed.D., is Professor in the Interdisciplinary Early Childhood Education program at the University of Kentucky, Lexington. She received her doctorate in Education from the University of Kentucky. She is also Director of the Early Childhood Laboratory at the University of Kentucky, an inclusive early childhood program for children from birth to 5 years of age.

Dr. Grisham-Brown directs research projects on topics including linking assessment and instruction, early care and education program quality, and individualizing instruction for young children with disabilities. In addition, she has conducted research on the effectiveness of instructional procedures that are embedded into developmentally appropriate activities, use of distance learning in personnel preparation programs, and assessment strategies for students with significant disabilities. Dr. Grisham-Brown provides training and technical assistance through the United States on these topics.

Dr. Grisham-Brown is co-founder of a children's home and preschool program in Guatemala City called Hope for Tomorrow, where she accompanies students for the education abroad program.

Rena A. Hallam is the Executive Director of the Early Learning Center for Research and Practice and Assistant Professor in the Department of Child and Family Studies, University of Tennessee, Knoxville. She has served in an administrative capacity in both child care and Head Start settings. Her research interests focus on systemic issues related to the quality of early care and education programs with a particular focus on children living in poverty. Specifically, she has studied transition, assessment and accountability, personnel preparation in early education, and state initiatives to improve child care quality. Dr. Hallam also has served as a STEPS trainer and has collaborated with many local communities to devise, implement, and evaluate local interagency efforts to improve transition practices.

Mary Louise Hemmeter, Ph.D., is a professor in the Department of Special Education at Vanderbilt University. She teaches courses, advises students, and conducts research on early childhood issues. She is the co-faculty director of the Susan Gray School for Children, which is an early childhood program for children with and without disabilities. Her research focuses on effective instruction, social-emotional development and challenging behavior, translating research to practice, and effective approaches to professional development.

Currently, she directs an Institute of Education Sciences-funded research project focused on the efficacy of implementing the Teaching Pyramid in classrooms, and she works on the National Center on Quality Teaching and Learning and the Office of Special Education Programs-funded Technical Assistance Center

on Social Emotional Interventions. She is a coeditor of the Journal of Early Intervention and serves on the editorial boards of other major journals in early childhood special education. She served as President of the Council for Exceptional Children's Division for Early Childhood (DEC) and received the Merle B. Karnes award from DEC.

Laura M. Justice, Ph.D., EHE Distinguished Professor, Teaching and Learning Administration, Executive Director of the Schoenbaum Family Center and the Crane Center for Early Childhood Research and Policy, The Ohio State University, 175 E 7th Ave., Columbus, Ohio 43201

Dr. Justice's research primarily focuses on young children who exhibit developmental vulnerabilities in language and literacy acquisition. Much of her research considers the effects of teacher- or parent-implemented interventions on children's learning, including the effective use of storybooks. She is a recipient of the Annie Glenn Leadership Award in Speech-Language Pathology, the Editor's Award (from the *American Journal of Speech-Language Pathology*), the Early Career Publication Award (from the Division of Research, Council for Exceptional Children), the Erskine Fellowship (from the University of Canterbury), and the Fulbright Scholar Award. Dr. Justice has also received the Presidential Early Career Award in Science and Engineering (from President G.W. Bush).

Dorothy R. LaForett, Ph.D. is an Investigator at the FPG Child Development Institute, University of North Carolina at Chapel Hill. Her research focuses on school readiness, mental health, and family functioning during early childhood, with an emphasis on low-income and ethnic/language minority populations. Her work aims to make educational and behavioral interventions and services more accessible to children and families. She currently works on projects that seek to build research capacity in the study of dual language learners ages birth to five, with recent efforts that include adapting Recognition & Response (a model of Response to Intervention for pre-kindergarteners) for use with Spanish-speaking preschoolers.

Dr. Susan Landry, a nationally recognized expert in early childhood education, is the founder and director of the Children's Learning Institute. Dr. Landry's research into environmental factors that promote early cognitive growth and development led to her development of the framework for the Center for Improving the Readiness of Children for Learning and Education (CIRCLE), which led to the implementation of the Texas Early Education Model (TEEM) (now known as Texas School Ready!) in prekindergarten classrooms across Texas.

Scott R. McConnell, Ph.D., is Director of Community Engagement, Center for Early Education and Development, and Professor, Department of Educational Psychology, University of Minnesota

Samuel L. Odom is Director of the Frank Porter Graham (FPG) Child Development Institute and Professor of Education at The University of North Carolina at Chapel Hill. Prior to his work at The University of North Carolina at Chapel Hill, Dr. Odom previously served in faculty positions at Indiana University and Peabody College/Vanderbilt University. Dr. Odom received a master's degree in special education in 1976 and an educational specialist degree in educational psychology from the University of Tennessee at Knoxville in 1979. He earned his doctorate in 1982 in education and human development from the University of Washington.

Throughout his career, Dr. Odom has held positions as a preschool teacher, student teaching supervisor, program coordinator, teacher educator, and researcher. He has written many articles and chapters about programs for young children and their families and has served as the co-editor of five books on early childhood special education. Dr. Odom is an associate editor for *Exceptional Children* and is on the editorial board of *Journal of Early Intervention*, *Topics in Early Childhood Special Education*, *Journal of Autism and Developmental Disabilities*, and *Early Childhood Research Quarterly*. He received the Special Education Outstanding Research Award from the American Educational Research Association Special Education Special Interest Group in 1999, the Merle Karnes Contribution to the Field Award from the Division for Early Childhood of the Council for Exceptional Children (CEC) in 2001, and the Outstanding Special Education Research Award from CEC in 2007.

Dr. Odom's research interests include interventions and teaching approaches that promote social competence of young children, effective intervention approaches for children with autism, and early childhood curricula that promote children's school success.

As the president of B2K Solutions, Ltd., Dr. Pretti-Frontczak extends her expertise in the preparation of personnel to a global market with the aim of improving the implementation of effective practices and services by those who work with young children with diverse abilities. She is a gifted speaker, strong applied researcher, and is known for creating solutions to complex problems. She has presented to diverse audiences in countries such as Singapore and Australia as well as to early education providers in virtually every state in the US. Dr. Pretti-Frontczak is a Past President of the Division for Early Childhood, was a professor at Kent State University for 16 years, and has worked as an early childhood consultant and trainer since 1990.

Thomas Rendon has been the Iowa Head Start State Collaboration Office Coordinator since 2003 which includes as its priorities addressing collaboration with early childhood special education. He has held numerous leadership positions in the field of early childhood including serving on the governing board of the National Association for the Education of Young Children. He is a doctoral student at Kent State University in early childhood special education.

Beth S. Rous is faculty in the Department of Educational Leadership Studies, College of Education, and Director of the Kentucky Partnership for Early Childhood Services at Interdisciplinary Human Development Institute, University of Kentucky, Lexington. She began her career as a teacher, where she worked in public and private child care and taught at the preschool, elementary, and middle-school levels. Her research has involved a variety of topics in early childhood education and early childhood special education, including transition, standards and accountability, professional development systems, and program quality. She has published numerous articles, technical and training manuals, and book chapters. For almost 20 years, Dr. Rous provided training and technical assistance through a number of federally funded demonstration, outreach, and research projects. She served as Principal Investigator for the National Early Childhood Transition Center, and Co-PI for CONNECT: Center to Mobilize Early Childhood Knowledge. She has served in leadership roles in multiple professional organizations, including President of the Division for Early Childhood of the Council for Exceptional Children.

Dr. Sandall is an assistant professor at the University of Washington in special education with a specialization in early intervention and early childhood special education (EI/ECSE). She has directed

personnel preparation projects, developed curriculum materials for all age groups, and published materials on instructional strategies to facilitate optimal outcomes for young children with disabilities. Dr. Sandall is a board member of the Division for Early Childhood (DEC), Council for Exceptional Children, and an investigator on DEC's research project to synthesize EI/ECSE research practices and translate them to recommended field practices. She is also co-editor of DEC's Young Exceptional Children monograph series and co-editor of DEC Recommended Practices in Early Intervention/Early Childhood Special Education (with Mary McLean and Barbara J. Smith, Sopris West, 2000).

Ilene S. Schwartz, Ph.D. is Professor at the University of Washington in the area of special education. Dr. Schwartz has an extensive background working with young children with special needs, specifically with young children with autism and other disabilities. Dr. Schwartz is the Director of the Haring Center for Research and Training in Inclusive Education at the University of Washington. Dr. Schwartz is the faculty advisor for the inclusive preschool and kindergarten programs at the Experimental Education Unit at the University of Washington, where she maintains an active line of research and personnel preparation activities. Dr. Schwartz is Principal Investigator of several projects, including a model demonstration project to develop school-based services for young children with autism, a research project to assess the differential effectiveness of preschool programs for young children with autism, and a personnel preparation program for early childhood education teachers who work with children with severe disabilities in inclusive settings. Dr. Schwartz has published numerous chapters and articles about early childhood education and social validity. She serves on the editorial review boards of the *Journal of Early Intervention* and *Topics in Early Childhood Special Education*.

Patricia Snyder is the David Lawrence Jr. Endowed Chair in Early Childhood Studies and Director of the Center for Excellence in Early Childhood Studies at the University of Florida. She has more than 35 years experience in early intervention and early childhood as a direct service provider, program administrator, faculty member, and researcher. She is former editor of the *Journal of Early Intervention* and is an associate editor for *Topics in Early Childhood Special Education*. Her research focuses on embedded instruction for early learning, young children's social-emotional competence, professional development, and measurement of early childhood outcomes. She has been a principal investigator or co-principal investigator for a number of funded research and technical assistance projects focused on these research emphasis areas. Dr. Snyder has authored more than 85 articles and book chapters, has served on the editorial boards for seven professional journals, and presented more than 400 seminars, workshops, and presentations at state, national, and international conferences. She served two terms as a principal member of the early intervention and early learning in special education review panel for the Institute of Education Sciences, is a member of the Division for Early Childhood Recommended Practices Commission, and has received numerous awards for her research, teaching, and service contributions to the field, including the Mary E. McEvoy Service to the Field and Merle B. Karnes Service to the Division awards from the Division for Early Childhood of the Council for Exceptional Children.

Users Review

From reader reviews:

Percy Cole:

Spent a free time to be fun activity to do! A lot of people spent their down time with their family, or their particular friends. Usually they accomplishing activity like watching television, likely to beach, or picnic

from the park. They actually doing same thing every week. Do you feel it? Do you wish to something different to fill your free time/ holiday? Could possibly be reading a book is usually option to fill your free of charge time/ holiday. The first thing that you ask may be what kinds of book that you should read. If you want to try out look for book, may be the e-book untitled Handbook of Response to Intervention in Early Childhood can be good book to read. May be it may be best activity to you.

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