

Math Intervention Specialist Interview Questions

This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers - an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

The study assessed the psychometric properties of the Federal Emergency Management Agency (FEMA) questionnaires (Family Fire Risk Interview Form, Juvenile Fire Risk Interview Form, Parent Fire Risk Interview Form) used to record juvenile firesetting events. It also attempted to identify characteristics of firesetters, determine a basis for the variation in the severity of fires set, and determine the chance of recidivism. Specific types of firesetters exhibit a range of different characteristics. Maturational and environmental factors are implicated. Recommends that future examinations of this subject should include an examination of the firesetter's history, including cognitive and behavioural reviews, and parent and family influences and stressors.

A psychologist offers a theory about the variety of thinking and learning styles used by different people to explain why aptitude tests, grades, and classroom performance often fail to identify the true ability of students and employees. UP.

Includes bibliographical references (pages 395-406) and index.

Juvenile Firesetting

A Framework for Assessing Basic Fact Fluency in Grades K-5

Responsive Teaching Across the Grades

A Complete Step-by-Step Guide to Advocating for Your Child with Special Needs

Assessment and Intervention for English Language Learners

The Impact Cycle

Cincinnati Magazine

Your Guide to Creating Equitable Schools If we hope to interrupt educational inequities and create schools in which every child thrives, we must open our hearts to purposeful conversation and hone our skills to make those conversations effective. With characteristic honesty and wisdom, Elena Aguilar inspires us to commit to transforming our classrooms, lays bare the hidden obstacles to equity, and helps us see how to overcome these obstacles, one conversation at a time. Coaching for Equity is packed with the resources necessary to implement Transformational Coaching in any organization. In addition to an updated coaching framework and corresponding rubrics, a comprehensive set of coaching tools puts success in every coach's hands. Extensive personal narratives demonstrate what coaching for equity looks like and help us see how we can make every conversation count towards building a more just and equitable world. Coaching for Equity covers critical topics in the larger conversation about racial equity, and helps readers develop the knowledge, dispositions and skills to be able to: Talk productively about race, Build trust to support vulnerability, Unpack mental models and change someone's mind, Observe classrooms and collect data to support equitable outcomes, Inspire others and deepen commitment, Evaluate and celebrate growth. Perfect for teachers, teacher leaders, coaches and administrators, Coaching for Equity offers extensive strategies for talking about race, power, and systems of oppression. In framing the rationale for transformational conversations, Coaching for Equity gives us the context we need to enter into this work. In laying out the strategies, tools and models for critical conversations, it gives us the way forward. Comprehensive, concrete, and deeply human, Coaching for Equity is the guide for those who choose to accept responsibility for interrupting inequities in schools. It is for all educators who know there is a better way.

An innovative professional development strategy that facilitates change, improves instruction, and transforms school culture! Instructional coaching is a research-based, job-embedded approach to instructional intervention that provides the assistance and encouragement necessary to implement school improvement programs. Experienced trainer and researcher Jim Knight describes the "nuts and bolts" of instructional coaching and explains the essential skills that instructional coaches need, including getting teachers on board, providing model lessons, and engaging in reflective conversations. Each user-friendly chapter includes: First-person stories from successful coaches Sidebars highlighting important information A "Going Deeper" section of suggested resources Ready-to-use forms, worksheets, checklists, logs, and reports

Learning disabilities are among the most common disabilities experienced in childhood and adulthood. Although identifying learning disabilities in a school setting is a complex process, it is particularly challenging in low- and middle-income countries that lack the appropriate resources, tools, and supports. This guide provides an introduction to learning disabilities and describes the processes and practices that are necessary for the identification process. It also describes a phased approach that countries can use to assess their current screening and evaluation services, as well as determine the steps needed to develop, strengthen, and build systems that support students with learning disabilities. This guide also provides intervention recommendations that teachers and school administrators can implement at each phase of system development. Although this guide primarily addresses learning disabilities, the practices, processes, and systems described may be also used to improve the identification of other disabilities commonly encountered in schools.

"This book focuses on how to write a psychological report that is first and foremost helpful to consumers, while also being technically and legally defensible. Like the reports the authors describe, the book is carefully organized, beautifully written, and accessible to practitioners as well as graduate students. It is a brilliant accomplishment that should be required reading for every school psychologist." —Brent Duncan, PhD, Professor of Psychology, Humboldt State University, Arcata CA PRACTICAL GUIDANCE ON WRITING USEFUL, ACCESSIBLE, AND LEGALLY DEFENSIBLE PSYCHOEDUCATIONAL REPORTS From clearly identifying reasons for referral to making recommendations based on assessment results, Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports offers practical guidance for creating reports that enhance the understanding of children and their strengths and challenges in order to better meet their educational and functional needs. The authors offer step-by-step guidelines for developing an assessment plan in a collaborative process with parents, teachers, and other professionals, choosing appropriate assessment and data collection tools, gathering relevant information, and providing clear and feasible individualized recommendations that directly respond to referral concerns in a format easily understood by parents and teachers. Ideal for graduate students in school psychology, school psychologists, and other professionals in related fields who work with children in a school setting, Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports: Provides specific suggestions for increasing the usefulness and accessibility of reports including readability, positive phrasing, and vocabulary Illustrates how to develop well-formed questions and how to choose assessment tools to answer referral questions Reviews the legal mandates of report writing and discusses what must be included Demonstrates how to accurately document and integrate data from record review, interviews, observations, and tests Discusses how the use of the referral-based consultative assessment and report writing model can promote more active involvement in collaboration, prevention, and intervention Features numerous real-world cases, helpful checklists, examples of question-driven referral reports, and a model interview protocol

Process, Purpose, Planning, and Prevention

A Handbook

Personalized Learning

School Library Journal

Thinking Styles

Resources in Education

Number Talks

Much has been written on the topic of guided reading over the last twenty years, but no other leaders in literacy education have championed the topic with such depth and breadth as Irene Fountas and Gay Su Pinnell. In the highly anticipated second edition of Guided Reading, Fountas and Pinnell remind you of guided reading's critical value within a comprehensive literacy system, and the reflective, responsive teaching required to realize its full potential. Now with Guided Reading, Second Edition, (re)discover the essential elements of guided reading through: a wider and more comprehensive look at its place within a coherent literacy system a refined and deeper understanding of its complexity an examination of the steps in implementation—from observing and assessing literacy behaviors, to grouping in a thoughtful and dynamic way, to analyzing text, to teaching the lesson the teaching for systems of strategic actions a rich text base that can support and extend student learning the re-emerging role of shared reading as a way to lead guided and independent reading forward the development of managed independent learning across the grades an in-depth exploration of responsive teaching the role of facilitative language in supporting change over time in students' processing systems the identification of high-priority shifts in learning to focus on at each text level the creation of a learning environment within which literacy and language can flourish. Through guided reading, students learn how to engage in every facet of the reading process and apply their reading power to all literacy contexts. Also check out our new on-demand mini-course: Introducing Texts Effectively in Guided Reading Lessons

Jim Knight introduces an all-new instructional coaching cycle for ensuring teachers and, in turn, their students improve in clear, measurable ways.

Presenting a unique team-based problem-solving model, this book shows how to turn K-8 school change from a daunting prospect into an achievable goal supported by a concrete plan. A framework is provided for addressing any schoolwide academic or behavior issue, from reading or math problems to concerns about school safety or tardiness. Four clear-cut steps are described: problem identification, problem analysis, plan development, and plan implementation/evaluation. User-friendly features include procedures for navigating each step, extended case examples, frequently asked questions, and 13 reproducible forms; the large-size format and lay-flat binding facilitate photocopying. Purchasers get access to a companion website where they can download and print the reproducible materials, as well as online-only practice exercises with answers. This book is in The Guilford Practical Intervention in the Schools Series.

Instructional CoachingA Partnership Approach to Improving InstructionCorwin Press

A Guide for Engaging Students with Technology

Coaching for Equity

Current Index to Journals in Education

A Multimedia Professional Learning Resource. Fractions, decimals, and percentages

A Framework for Reading Educators

STEAM Makers

Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics

Build the essential 4—creativity, collaboration, communication, and critical thinking! Go beyond theory and learn how to systematically integrate STEAM and Maker spaces that prepare students for real-world experiences. This engaging resource outlines step-by-step processes to help anyone start their STEAM and Maker journey. Includes charts, checklists, web links, and profiles to help you make meaningful subject area connections and tap your students' natural curiosity. You'll learn to: Integrate STEAM and Making into daily practice

Differentiate instruction for all learners Align with core standards and The Next Generation Science Standards

In this new book from popular consultant and bestselling author Dr. Nicki Newton, you'll discover how to use Math Running Records to assess students' basic fact fluency and increase student achievement. Like a GPS, Math Running Records pinpoint exactly where students are in their understanding of basic math facts and then outline the next steps toward comprehensive fluency. This practical book introduces a research-based framework to assess students' thinking and move them toward becoming confident, proficient, flexible mathematicians with a robust sense of numbers. Topics include: Learning how often to administer Math Running Records and how to strategically introduce them into your existing curriculum; Analyzing, and interpreting Math Running Records for addition, subtraction, multiplication, and division; Using the data gathered from Math Running Records to implement evidence-based, research-driven instruction. Evaluating students' speed, accuracy, flexibility, and efficiency to help them attain computational fluency; Each chapter offers a variety of charts and tools that you can use in the classroom immediately, and the strategies can easily be adapted for students at all levels of math fluency across grades K-8. Videos of sample running records are also available for download at <https://guidedmath.wordpress.com/math-running-records-videos>.

A trusted practitioner guide and course text, this book provides a complete introduction to the multiple roles of the reading specialist in grades PreK-12. Rita M. Bean offers evidence-based best practices for working with struggling readers; supporting teachers through professional development and coaching; planning curricula; assessing at the individual, classroom, and school levels; and building strong school, family, and community partnerships. User-friendly features include helpful classroom vignettes, questions for discussion and reflection, follow-up activities, and ideas for instructors and workshop leaders. Reproducible forms and worksheets can be downloaded and printed in a convenient 8 1/2" x 11" size. New to This Edition New overarching framework that connects literacy leadership more directly to classroom instruction and assessment. Links to the Common Core State Standards (CCSS) and new standards-based examples are included throughout. Expanded coverage of literacy coaching, middle and high school grades, and response to intervention. Chapters now begin with key questions and include annotated resources for further reading.

Interpreting Standardized Test Scores: Strategies for Data-Driven Instructional Decision Making is designed to help K-12 teachers and administrators understand the nature of standardized tests and, in particular, the scores that result from them. This useful manual helps teachers develop the skills necessary to incorporate these test scores into various types of instructional decision making—a process known as "data-driven decision making"—necessitated by the needs of their students.

Science Teaching Reconsidered

Encyclopedia of Special Education, Volume 3

What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching

Instructional Coaching

A Problem-Solving Approach to School Change

Visible Learning

Learning disabilities screening and evaluation guide for low- and middle-income countries

"This resource supports new and experienced educators who want to prepare for and design purposeful number talks for their students; the author demonstrates how to develop grade-level-specific strategies for addition, subtraction, multiplication, and division. Includes connections to national standards, a DVD, reproducibles, bibliography, and index"--Provided by publisher.

Economic, academic, and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness. Administrators face the complex task of developing equitable, predictable ways to evaluate, encourage, and reward good teaching in science, math, engineering, and technology. Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs, with recommendations to the various stakeholders in higher education about how to achieve change. What is good undergraduate teaching? This book discusses how to evaluate undergraduate teaching of science, mathematics, engineering, and technology and what characterizes effective teaching in these fields. Why has it been difficult for colleges and universities to address the question of teaching effectiveness? The committee explores the implications of differences between the research and teaching cultures-and how practices in rewarding researchers could be transferred to the teaching enterprise. How should administrators approach the evaluation of individual faculty members? And how should evaluation results be used? The committee discusses methodologies, offers practical guidelines, and points out pitfalls. Evaluating, and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields.

The purpose of this research study was to examine co-teachers' experiences of noticing their practice and to describe how intentional noticing and reflection influenced each teacher. When examining a teacher's experience of noticing this would pertain to how they perceived co-teaching, what they noticed, and how noticing and reflecting influenced their practice. The participants in this study included two seventh grade teachers—one content (mathematics) specialist and one intervention specialist co-teaching in an inclusive mathematics classroom. The middle school building where this case study occurred was situated in an economically disadvantaged school district with low achievement in their middle school (6th--8th grade) mathematics state assessment scores. This study took place for a total of six weeks. The qualitative data sources used for this study included: six video recordings of classroom lessons, three audio-recorded interview sessions,

individual teacher pre- and post-survey data on mathematics teaching beliefs, individual teacher pre- and post-survey data on teacher beliefs toward collaboration, final individual teacher surveys, and individual teacher goal setting sheets, three noticing journals per teacher, and three noticing video logs per teacher. Although each participating teacher's experience was unique, even between shared co-teaching experiences, data analyses examined common threads among these experiences in hopes of identifying themes and categories that would help address the research questions. A case study was conducted to answer the research questions. Results of this study indicate reflection by noticing through video can play a role in analyzing and improving collaboration and co-teaching with future research.

Personalized Learning: A Guide for Engaging Students with Technology is designed to help educators make sense of the shifting landscape in modern education. While changes may pose significant challenges, they also offer countless opportunities to engage students in meaningful ways to improve their learning outcomes. Personalized learning is the key to engaging students, as teachers are leading the way toward making learning as relevant, rigorous, and meaningful inside school as outside and what kids do outside school: connecting and sharing online, and engaging in virtual communities of their own **Renowned author of the Heck: Where the Bad Kids Go series, Dale Basye, and award winning educator Peggy Grant, provide a go-to tool available to every teacher today—technology as a way to ‘personalize’ the education experience for every student, enabling students to learn at their various paces and in the way most appropriate to their learning styles.**

Pennsylvania Educational Leadership

Conversations That Change Practice

Transforming the Workforce for Children Birth Through Age 8

Interview Questions and Answers

Case Study on Co-teacher Noticing Within a Seventh Grade Classroom

Learning Disabilities and Related Disabilities: Strategies for Success

Interpreting Standardized Test Scores

Cincinnati Magazine taps into the DNA of the city, exploring shopping, dining, living, and culture and giving readers a ringside seat on the issues shaping the region.

The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field. This completely updated and comprehensive A-Z reference includes about 200 new entries, with increased attention given to those topics that have grown in importance since the publication of the third edition, such as technology, service delivery policies, international issues, neuropsychology, and RTI. The latest editions of assessment instruments frequently administered in special education settings are discussed. Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition, with increased attention given to those topics that have grown in importance since the publication of the third edition—such as technology, service delivery policies, international issues, neuropsychology, and Response to Intervention, Positive Behavioral Interventions and Supports (PBIS), Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date, this is the essential, A-Z compilation of authoritative information on the education of those with special needs.

This book presents evidence-based practices for appropriate assessment of and school-based services for young English language learners. It identifies and addresses the challenges of assessing and intervening with these students at the curricular, instructional, environmental, and individual levels, particularly the complexities of determining the presence or absence of learning disabilities. Case studies and comparisons with fluent English speakers illustrate the screening and evaluation process – including multi-tier system of supports (MTSS) and response to intervention (RTI) – and proactive intervention planning in core literacy and math domains. Together, these chapters model effective teaching practice, advocacy, and teamwork with parents and colleagues as well as policy development toward meeting the needs of this diverse student population. This invaluable guide: Examines challenges of data collection when working with English language learners. Traces the development of dual-language fluency and competence. Discusses language-acquisition issues affecting oral language assessment. Reviews commonly used assessment and intervention tools in use with English learners. Features specialized chapters relating to reading, writing, and mathematics competencies. Can be used regardless of first language spoken by students. Assessment and Intervention for English Language Learners is an essential resource for researchers, professionals, and graduate students in diverse fields including school and clinical child psychology; assessment, testing, and evaluation; language education; special education; and educational psychology.

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Fostering Creativity and Innovation in the Elementary Classroom

Selection and Decision Making Process

The Everything Parent's Guide to Special Education

Guided Reading

Strategies for Data-Driven Instructional Decision Making

Practitioner's Guide to Functional Behavioral Assessment

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

In the raging controversy over the purpose of public education and how to fix the nation's underperforming schools, the voices of America's best teachers are seldom heard. Now for the first time, in a provocative book about the future of teaching and learning, 12 of America's most accomplished classroom educators join a leading advocate for a 21st-century teaching profession to bring expert pedagogical know-how and fresh and provocative policy ideas to the national school reform debate. Together they identify four emergent realities that will shape the learning experience of children born in the New Millennium, and propose six levers of change that can ignite a bright future for students by ensuring they all have access to excellent teaching.

If you are interviewing with a company, you are likely qualified for the job. Through the mere action of conducting the interview, the employer essentially implies this. So why is it difficult to secure the job you love? Because there are three reasons you actually get the job—none of which are your qualifications— and, unfortunately, you can only control one of them. INTERVIEW INTERVENTION creates awareness of these undetected reasons that pose difficulty for the job-seeker and permeate to the interviewer, handicapping the employer's ability to secure the best talent. It teaches interview participants to use effective interpersonal communication techniques aimed at overcoming these obstacles. It guides job-seekers through the entire interview process to ensure they get hired. It teaches interviewers to extract the most relevant information to make sound hiring decisions. INTERVIEW INTERVENTION will become your indispensable guide to: ? Create self-awareness to ensure you understand the job you want before—not after—the fact. ? Conduct research to surface critical employer information. ? Share compelling stories that include the six key qualities that make them believable and memorable. ? Respond successfully to the fourteen most effective interview questions. ? Sell yourself and gather intelligence through effective question asking. ? Close the interview to ensure the interviewer wants to hire you.

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

Math Running Records in Action

Psychoeducational Assessment and Report Writing

Teaching 2030

The Reading Specialist

A Unifying Foundation

Response to Intervention

Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports

"This resource was created in response to the requests of teachers--those who want to implement number talks but are unsure of how to begin, and those with experience who want more guidance in crafting purposeful problems."--Page 4 de la couverture.

The book that set the standard for those working toward certification in special education has been revised and updated to meet the needs of a new generation of teachers and students. A cross-categorical emphasis that makes it suitable for a broad number of courses—including those aimed at teaching students with related disabilities those teaching students on the Autism Spectrum. The authors describe the characteristics of learning disabilities as well as other disabilities, and offer practical teaching strategies for general education and special education teachers, school psychologists, administrators, and related professionals. Pre-service and in-service classroom teachers, who are increasingly responsible for teaching students with special needs within general education or inclusive classrooms, will find LEARNING DISABILITIES AND RELATED DISABILITIES: STRATEGIES FOR SUCCESS, 13th Edition, especially helpful. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Offers parents of special needs children information on how best to advocate for their child.

This textbook provides in-depth instruction for conducting psychoeducational assessments of children in grades K-12 and conveying results through detailed, well-written reports. It takes readers step by step through the assessment process – collecting data, writing reports, and communicating conclusions – for students with conditions spanning the range of IDEA classifications such as autism, learning disabilities, emotional disturbances, and conditions covered by Section 504. The book offers not only a broad understanding of assessment and communication skills, but also of the ethical, legal, cultural, and professional considerations that come with psychoeducational evaluation. And its sample reports model clear, well-organized results accessible to parents and caregivers as well as teachers and colleagues. Key areas of coverage include: • Assessment basics: the testing environment and protocols, interviewing, and observation. • Report writing section by section, from reason for referral to summary and recommendations. • Guidelines for oral reporting, with case examples. • Special issues in psychoeducational assessment and report writing. • Sample psychoeducational reports using this framework. Psychoeducational Assessment and Report Writing is an essential text for graduate students, researchers, professors, and professionals in child and school psychology; assessment, testing, and evaluation; social work; and psychological methods/evaluation.

Semiannual cumulation

Microcomputers in Special Education

A Partnership Approach to Improving Instruction

Eager to Learn

Leadership and Coaching for the Classroom, School, and Community

A Reference for the Education of Children, Adolescents, and Adults Disabilities and Other Exceptional Individuals

Transforming Schools

This practical guide introduces functional behavioral assessment as a critical tool in planning interventions to reduce disruptive and other problematic behaviors. The book offers proven methods and strategies as a four-stage protocol in an easy-to-follow format with checklists, Q&A sections, applications, and an extended case example including an assessment report and intervention plan. Step-by-step instructions are delivered in an accessible teaching style, making all phases of assessment equally manageable. And although functional behavioral assessment is typically associated with schoolchildren, this material is also useful for working with adults in residential and community settings. The Guide gives readers: The basics of functional behavioral assessment. Guidance in preparing for conducting a functional behavioral assessment. An overview of assessment methods: formal and informal measures, interview, and observation. A framework for translating assessment data into an appropriate intervention plan. In-depth understanding of the role of prevention in behavioral intervention. A kit of questionnaires, worksheets, and other ready-to-use resources. Practitioner's Guide to Functional Behavioral Assessment is an essential resource for clinicians and related professionals as well as researchers and graduate students in school and

clinical child psychology; behavior therapy; assessment, testing and evaluation; special education; and educational psychology.

Helping Children Build Mental Math and Computation Strategies, Grades K-5

What We Must Do for Our Students and Our Public Schools : Now and in the Future

Teaching Young Children
Interview Intervention
Educating Our Preschoolers
An Exploratory Analysis
A Synthesis of Over 800 Meta-Analyses Relating to Achievement