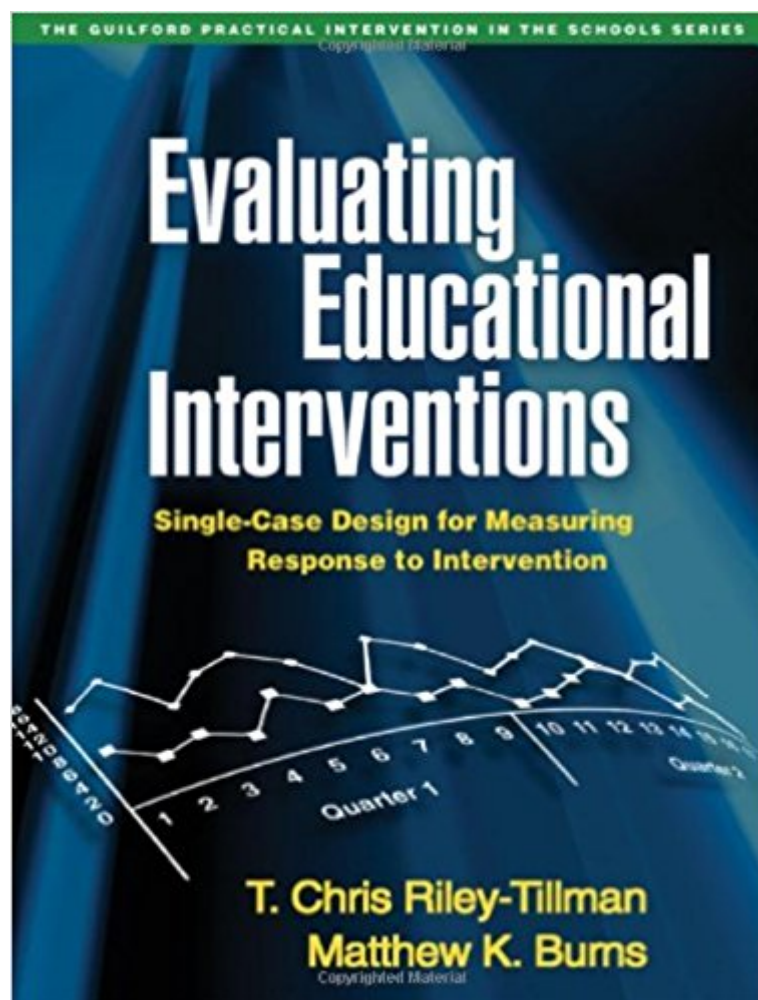




The book was found

Evaluating Educational Interventions: Single-Case Design For Measuring Response To Intervention (The Guilford Practical Intervention In The Schools Series)





Synopsis

This user-friendly, practical book is the first guide to single-case design written specifically for practitioners using response-to-intervention (RTI) models in schools. It provides essential skills for analyzing and presenting data to support valid educational decision making. Step-by-step explanations and many illustrative examples render complex concepts accessible and applicable to day-to-day work with elementary and secondary students. In a large-size format with lay-flat binding for ease of photocopying, the book includes reproducible graphs and forms. Two hands-on appendices offer clear instructions for summarizing and analyzing data using computer spreadsheets. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Book Information

Series: The Guilford Practical Intervention in the Schools Series

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Average Customer Review: 3.4 out of 5 stars 5 customer reviews

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Age Range: 5 - 17 years

Grade Level: Kindergarten - 12

Customer Reviews

"Although numerous books discuss how to implement RTI in school settings, none has addressed how to experimentally design and evaluate the effects of RTI interventions. This exceptional book comprehensively describes how school-based professionals can use single-case research methods to do just that. Featuring step-by-step guidelines and case examples, this is an important contribution to the RTI literature. It is essential reading for school-based professionals and for

university training programs in school psychology, education, and special education."--Tanya L. Eckert, PhD, Department of Psychology, Syracuse University

"Detailing the conceptual foundations and practical application of single-case designs within an RTI model, this excellent book incorporates cutting-edge science and scholarship. The straightforward presentation of information and numerous examples are particularly valuable in conveying key concepts and illustrating the use of these methods to examine and enhance student outcomes."--Shane R. Jimerson, PhD, School Psychology Program, University of California, Santa Barbara

"RTI has dramatic implications for identification and support of students needing additional assistance with reading, math, writing, or social development. A central element of the RTI approach is the collection and use of data for decision making. This book provides the framework for summarizing, presenting, and using data to guide educational decisions. Of particular value is the careful instruction provided on interpretation of single-case data across each of the major designs. Well written, timely, and useful."--Robert H. Horner, PhD, Alumniâ "Knight Endowed Professor of Special Education, University of Oregon

"With the increasing need to provide evidence of effective instructional practices, this book serves as an excellent and necessary resource for current and future educators. It offers a step-by-step, nuts-and-bolts approach for using single-case designs in everyday practice to validate students' response to interventions."--Laurice Joseph, PhD, School of Psychology, Ohio State University

"Riley-Tillman and Burns fill a significant void in the education literature, providing a pragmatic set of methods that are necessary to help educators create effective interventions. This book is highly relevant to school psychologists, special educators, and other school professionals involved in documenting students' academic, social, and behavioral changes."--John S. Carlson, PhD, Director of Clinical Training, School Psychology Program, Michigan State University

"In today's era of accountability, education professionals need valid and reliable methods for evaluating interventions and measuring progress. This book delivers on both counts. Riley-Tillman and Burns comprehensively explain the iterative process of single-case methods and also demonstrate the natural ease with which professionals can employ such methods. The book sets a new standard for single-case methods in an RTI framework."--Richard M. Kubina, Jr., PhD, Department of Educational and School Psychology and Special Education, The Pennsylvania State University

T. Chris Riley-Tillman, PhD, is Professor and Associate Division Director in the Department of Educational, School, and Counseling Psychology at the University of Missouri. He is Associate Editor of *School Psychology Quarterly* and *Assessment for Effective Intervention*. His research

interests include the development and validation of assessment and intervention methodologies, single-case design, and consultation. The author of five books and over 100 articles and book chapters, Dr. Riley-Tillman is a member of the Society for the Study of School Psychology and a Fellow of the American Psychological Association. He is Series Editor of The Guilford Practical Intervention in the Schools Series.Â Matthew K. Burns, PhD, is Associate Dean for Research and Professor in the Department of Educational, School, and Counseling Psychology at the University of Missouriâ Columbia. He has published over 150 articles and book chapters and 10 books, and served as Editor of School Psychology Review.

Not fun or easy to read but very helpful when you are working to have a program run based on data that has been gathered or for target behaviors.

required text for a BCBA course. Lots of fluff, wish it was more direct and straight to the point but a good read.

Got it in really good condition!

Great book! I've recommended it to everyone I've ever discussed problem-solving and Rtl with, and that's a lot of people. If you really want to make professional defensible statements about what you know, don't know, and what you might know (using your professional judgment) about what works for a student you have to understand the principles found in this book.

I had to purchase this book for a class I am currently taking. This book confused me so much I ended up doing my final project incorrectly. I would not recommend this book to anyone.

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