Evaluating Educational Interventions within an RTI Framework:
An Essay Review

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Response to Intervention (RTI) – an increasingly supported educational change initiative designed to improve outcomes for all students – is undergirded by a tiered framework of support, problem-solving, research-based interventions, treatment integrity, professional development, and data-based decision making. Within an RTI framework, single case design (SCD) represents an effective approach for evaluating student progress and making important educational decisions. Consequently,

knowledge and application of SCD methodologies are important prerequisites for educators functioning within an RTI paradigm.

This appraisal begins with an introduction to RTI, focusing specifically on its history, components, and extant literature. Next is featured a detailed summary and review of *Evaluating Educational Interventions: Single-Case Design for Measuring Response to Intervention* (Riley-Tillman & Burns, 2009), including author biographies, organizational highlights, chapter-by-chapter synopses, and an evaluation of the text. Finally, summary conclusions on the strengths, cautions, and implications of the text are provided. Overall, *Evaluating Educational Interventions* provides readers with a solid understanding of SCD principles and strategies for evaluating educational interventions within an RTI framework. It proves to be a strong text that is consistent with current educational initiatives; it is informative, practitioner-friendly, and a must-have for educational professionals who want to stay current with contemporary initiatives.

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Introduction to RTI

Many forces worked in conjunction to bring about the emergence of RTI. A documented need to improve student outcomes began with the groundbreaking report *A Nation at Risk* (National Commission on Excellence in Education, 1983) and has persisted over time. The data on the academic and behavioral concerns of students collected since this report highlight the ongoing need to revolutionize the way schools operate in order to enhance student outcomes. Although special education programming was initially perceived as a means for improving the outcomes of struggling learners, research over the ensuing years has repeatedly challenged its effectiveness at meeting this end (e.g., Carlberg & Kavale, 1980; Cegelka & Tyler, 1970).

Consequently, 'prereferral' intervention teams emerged in the 1980s (Fuchs, Mock, Morgan, & Young, 2003). These collaborative teams sought to improve student outcomes through individual student problem-solving while

concurrently reducing the number of unnecessary special education evaluations. Although some benefits were reaped from prereferral intervention teams, they were often viewed as a meaningless additional procedure for requesting a traditional special education evaluation and often were not highly valued by teachers (Gersten & Dimino, 2006). In addition, because problem-solving was done on an individual student basis and the demand of students with concerns overwhelmed the ability of staff to perform individual problem-solving and intervention, the model lacked efficiency.

RTI emerged slowly as an attempt to improve upon the failure of both special education and prereferral intervention teams for improving the outcomes of all students. The focus of RTI is more preventive, systemic, and outcomes-oriented than prior initiatives. Using a tiered system, RTI involves interventions provided at the classwide, small group, and individualized level, thus maximizing resources and facilitating interventions based on student need. The RTI initiative's foci on prevention and ensuring improved outcomes for all students and systems are consistent with the goals of current federal legislation (e.g., the Individuals with Disabilities Education Improvement Act, 2004; the No Child Left Behind Act, 2001) and organizational policies (e.g., Batsche et al., 2006; the National Joint Council on Learning Disabilities, 2005; the President's Commission on Excellence in Special Education, 2002).

Components

RTI, a comprehensive school improvement enterprise, has been defined broadly as, "…the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions" (Batsche et al., 2006, p. 5). Essentially, RTI represents a comprehensive, tiered framework for improving academic and/or behavioral outcomes for all students. Using an RTI approach, students are exposed to increasingly intense interventions addressed to their area of concern based on their individual response-to-intervention as measured by ongoing data collection. Because RTI is a comprehensive reform model rather

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than a specific curriculum, some features are setting-specific. However, the seven universal features of RTI will briefly be described: (1) Tiers of support, (2) Data collection/assessment, (3) Problem-solving/standard protocol approach, (4) Evidence-based instruction and intervention, (5) Treatment integrity, (6) Professional development, and (6) Data-based decision making.

Tiers of Support

RTI consists of a continuum of support provided through a three-tiered framework based on a public health model of prevention and intervention (Mellard & Johnson, 2008). The basic premise behind the model is that each student receives the intensity of support necessary for his or her particular concerns. In Tier I of the RTI model, all students are provided quality research-based instruction in the general education classroom. With quality Tier I instruction in place, it is expected that approximately 80% of students will meet expectations and have their problems remediated. The roughly 20% of students whose skill level and rate of progress remain behind peers, despite their Tier I instructional experience, are provided supplemental research-based small group intervention at Tier II. Finally, approximately 5% of students may continue to lack appropriate progress following Tier I and Tier II interventions. These students then receive intensive individualized research-based interventions at Tier III. Tier III may or may not result in a referral for special education determination.

Data Collection/Assessment

 A further component of RTI is the frequent collection of data and monitoring of student progress. Within each tier, student academic progress typically is monitored using curriculum-based measurement strategies (CBM). CBM is the preferred method because it is sensitive to change, time/cost efficient, and directly linked to the curriculum targets. CBM has been validated for use as a screening and progress monitoring tool in a variety of studies (e.g., Shinn, 1989, 1998).

At Tier I, all students are administered universal screening assessments in order to determine which students may need additional intervention (Mellard & Johnson, 2008). Typically, this involves administering CBM assessments to all students three or four times per year. At Tiers II and III, students are administered progress monitoring assessments to determine the effectiveness of interventions and make changes as needed (Mellard & Johnson, 2008). At Tier II, students typically are administered CBM assessments at least twice monthly, and at Tier III students are typically administered the assessments at least weekly.

In addition to student-level data, systems-level data is also collected. For example, data on schoolwide needs, resources, implementation levels, and curricula can be used to guide RTI development and evaluation.

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Problem-solving/Standard Protocol Approach

Within an RTI model, two primary approaches have emerged. These approaches – which may be used in isolation or in conjunction – are problem-solving and standard protocol. The problem-solving approach entails individualized decision-making and intervention development (Bender & Shores, 2007). For example, using a collaborative problem-solving framework, an educational team may engage in an individualized four-step process for each child with performance concerns: (a) Problem identification, (b) Problem analysis, (c) Plan implementation, and (d) Plan evaluation (Allen & Graden, 2002). These steps are repeated as necessary in a cyclical process until effective interventions are identified for each student. Problem-solving can also occur on the systems level to address grade-level, school-level, or district level concerns. One version of this approach is referred to as collaborative strategic planning (Stollar, Poth, Curtis, & Cohen, 2006).

Rather than develop interventions individually for each child, the standard protocol approach involves identification and application of standard interventions to students experiencing similar needs Because this type of approach relies on a structured progression between the tiers in an RTI model, it does not allow for as much flexibility as a problem-solving approach. However, it is more time efficient and has been demonstrated effective in many research studies (Bender & Shores, 2007).

Evidence-based Instruction and Intervention

Evidence-based instruction and intervention are used within an RTI model in order to enhance the likelihood of achieving positive student outcomes. Instruction and/or interventions are considered to be evidence-based when documented to have positive outcomes using a sound experimental design (Brown-Chidsey & Steege, 2005). More specifically, a task force on evidence-based interventions sponsored by Division 16 of the American Psychological Association (APA) recommends that an intervention must have been supported by at least one between-group or single-subject study and must meet certain baseline scores on the previously mentioned categories in order to be designated as evidence-based (Kratochwill & Stoiber, 2002).

A variety of resources are also available to help educators identify and select research-based instruction and intervention programs. For example, the What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/), the Promising Practices Network (http://www.promisingpractices.net/), and the Florida Center for Reading Research (http://www.fcrr.org/) all assess and summarize the effectiveness research on instruction and intervention programs to help educators make informed decisions. In

addition, the United States Department of Education (2003) has published a user-friendly guide to identifying and evaluating research-based interventions.

Treatment Integrity

Treatment integrity (*aka* treatment fidelity, intervention fidelity, and intervention integrity) describes the degree to which an intervention is implemented as designed or intended (Gresham, 1989; Gresham, Gansle, Noell, Cohen & Rosenblum, 1993; Gresham, MacMillan, Beebe-Frankeberger, & Bocian, 2000). Because instructional decisions are being made based on data from interventions assumed to be implemented appropriately, treatment integrity data is critical in an RTI approach. Without it, there is no guarantee that the student's response to intervention was, in fact, a product of the intervention and not a product of a failure to implement the intervention correctly. There are five frequently cited methods for measuring treatment integrity: (a) direct observations, (b) self-reports, (c) rating scales, (d) permanent products, and (e) manualized treatments (Goss, Noltemeyer, & Devore, 2007). Because there is no agreed upon standard for how to monitor treatment integrity within an RTI approach, ideally it should be monitored using multiple methods (e.g., *both* self-report *and* direct observation).

Professional Development

As a result of the variety of professionals involved in the implementation and monitoring of RTI, coupled with the variety of skills necessary to implement RTI well, continuous professional development is necessary. Brown-Chidsey and Steege (2005) proposed literature-based recommendations for generating a professional development plan that consists of three elements: (1) a schedule, (2) educator learning outcomes, and (3) indicators of mastery of RTI methods. In addition, Batsche et al. (2006) suggest that successful professional development programs adequately address the following three domains: Beliefs/attitudes, Knowledge, and Skills.

Data-based Decision Making

In an RTI model, important educational decisions are made based on data. One of the most frequently utilized and empirically supported approaches for making such decisions based on RTI data involves use of Single Case Design (SCD) experimental methodologies. Although frequently underutilized in schools, SCD has been used by researchers in related disciplines and in educational research for decades. There are several advantages to using SCD within an RTI framework in the schools. For example, these designs (a) allow educational professionals to evaluate a single person or small group of people before, during, and after intervention implementation; (b) control for threats to internal validity present in between-group designs; (c) have the potential to demonstrate a functional relationship between the interventions and

student outcomes; and (d) facilitate comparing the effectiveness of interventions (Brown-Chidsey & Steege, 2005).

Extant Literature

The past several years have resulted in an explosion of research documenting the effectiveness of RTI for a variety of purposes. For example, the initiative has been demonstrated to result in reductions in (a) special education referrals (e.g., Burns, Appleton, & Stehouwer, 2005; Kovaleski, Tucker, & Stevens, 1996; Marston, Muyskens, Lau, & Canter, 2003; VanDerHeyden, Witt, & Gilbertson, 2007); (b) the overrepresentation of minority students in special education programs (e.g., Gravois & Rosenfield, 2006; Marston et al.,2003); (c) the overrepresentation of males in special education programs (e.g., VanDerHeyden et al., 2007); and (d) retentions (e.g., Kovaleski et al., 1996). More directly, the use of RTI has been associated with improved student academic outcomes (e.g., Ardoin, Witt, Connell, & Koenig, 2005; Burns et al., 2005; Peterson, Prasse, Shinn, & Swerdlik, 2007; Speece, Case, & Molloy, 2003) and increased academic learning time (Kovaleski, Gickling, Morrow, & Swank, 1999).

Despite the documented benefits of RTI, it does represent a systemic change and a shift from the status quo. Unfortunately, research has suggested that even when supported by legislation or policy, similar educational change efforts have experienced limited implementation success (e.g., Berends, Bodilly, & Kirby, 2002; Mann, 1978). Consequently, in order for RTI to be grasped and implemented with fidelity to improve student outcomes, school professionals not only must understand the conceptual model, but also acquire the specific skills necessary to implement it with integrity. A small but rapidly growing library of books designed to guide school professionals in understanding and implementing RTI has emerged to meet this need. Although consideration of each of these texts is outside the scope of this essay, a review of the key features of a select number from this essential library is presented in Table 1. These texts represent a quality sampling of the extant library of practitioner-friendly RTI texts. Other notable works not included here are: Appelbaum (2009); Brown-Chidsey, Bronaugh, & McGraw (2009); Fuchs, Fuchs, & Vaughn (2008); Howard (2009); Quinn (2009) and Wright (2007).

Table 1
Review of the Key Features of Five "Must Read" Texts on RTI

Text	Primary Audiences	Primary Topics	Notable Features and Resources
Bender, W. N. & Shores, C. (2007). *Response to Intervention: A Practical Guide for Every Teacher.* Thousand Oaks, CA: Corwin Press.	General & special education teachers	-History, rationale, and description of RTI - Implementation of a standard protocol approach to RTI - Implementation of a problem solving approach to RTI -Implementing RTI to meet the needs of diverse learners -Ongoing questions and unresolved issues surrounding RTI	-Reflection exercises that encourage educators to consider how RTI might be implemented in their classrooms -Numerous case studies -Reproducible "RTI Needs Assessment" -List of scientifically validated curricula and relevant website references
Brown-Chidsey, R. & Steege, M. W. (2005). *Response to Intervention: Principles and Strategies for Effective Practice.* New York, NY: The Guilford Press.	School psychologists & educators	-Introduction to RTI, including features, history, and general/ special education -Relationship between RTI and national education policies -RTI and the discrepancy model -Evidence-based interventions -Single-subject experimental design - RTI for academic difficulties - RTI with diverse populations -RTI and special education eligibility -RTI reports -Training educators to use RTI -Frequently asked questions about RTI	-Reproducible forms -Case studies -Sample RTI reports -Presentation slides for professional development events
Burns, M. K. & Gibbons, K. (2008). *Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices.* New York, NY: Routledge.	Educational Professionals	-Description and rationale for RTI -Assessments with an RTI model -Data-based decision making -School organization to facilitate RTI -Tier 1, 2 & 3 in an RTI model -FAQs about implementation and getting started	-Accompanying CD containing reproducible materials -Sample needs checklists and implementation integrity checklists -Sample presentation slides introducing RTI -Tables including assessment instrument goals and cutoff scores by grade-level -Sample informational materials for parents -Sample forms for school-based teams

| Text	Primary Audiences	Primary Topics	Notable Features and Resources
Hall, S. J. (2008). *Implementing Response to Intervention: A Principal's Guide.* Thousand Oaks, CA: Corwin Press.	Education administrators (building or district level)	-Rationale for RTI - Planning implementation of RTI -Establishing a tiered service delivery model - Progress monitoring within an RTI model -Designing professional development to support RTI -Implications and future of RTI	-Figures and tables elucidating critical RTI components -Reproducible forms -Implementation checklists for phases of the RTI process -Case studies -List and description of relevant website resources end each chapter
Mellard, D.F. & Johnson, E. (2008*). RTI: A Practitioner's Guide to Implementing Response to Intervention.* Thousand Oaks, CA: Corwin Press.	Educational professionals	-Introduction and description of RTI -RTI and policy initiatives -Schoolwide screening -Progress monitoring -Tier 1: General education -Tier 2: Intervention -Tier 3: Special education -Implementation fidelity -FAQs and conclusions	-Essential task lists teams can use for RTI implementation planning -Checklists of standards for judging high quality implementation - Website resources relevant to many of the chapters -Figures, tables, and flowcharts outlining critical RTI components

Despite the quality of the available practitioner-friendly resources on RTI, a gap in the extant literature is apparent. None of these texts focus primarily on SCD methodologies for determining student response to interventions—an important aspect of any RTI initiative. Although several of the books devote discussions or even entire chapters to the topic – which is certainly an appropriate starting point and warranted given the intent of these works – educators seeking to apply SCD in the schools can benefit from additional instruction order to understand the range of available SCD strategies so they may apply them with expertise and confidence.

So where are educational professionals to turn to enhance their knowledge and skills in this domain? A small body of literature also exists that *does* focus exclusively on SCD methodologies. Although these books do cover many of the basic and advanced SCD techniques, and again may serve as an appropriate starting point for learning about the general topic, many fail to entirely address the unique needs of educational professionals working within an RTI framework. For example, some appear targeted primarily towards researchers and/or university students (e.g., Barlow, Nock, & Hersen, 2009; Kennedy, 2005). Others are more applied, yet are designed for a more general audience such as professionals in behavioral or health sciences (e.g., Morgan & Morgan, 2009). Even those texts specifically targeted toward educational professionals do not link SCD to RTI (e.g., Alberto & Troutman, 2009). Clearly each of these works

is useful for its own target audience and provides an appropriate overview of SCD. However, educational professionals working within an RTI framework will more likely benefit from access to content that not only teaches SCD methodologies, but also addresses the specific integration of SCD and RTI.

Educational Interventions: Single-Case Design for Measuring Response to Intervention (Riley-Tillman, T. C. & Burns, M. K. (2009)

It is apparent that a niche emerged for a text designed to teach SCD methodologies that educators can effectively use within an RTI framework. Fortunately, *Evaluating Educational Interventions* was written to meet this need. This section will begin with information about the authors of the text, followed by its organization as reflected in the table of contents. A chapter-by-chapter analysis will then follow, highlighting the key content covered within the book. Finally, an evaluation of the text, including its strengths, cautions, and uses, will be reviewed.
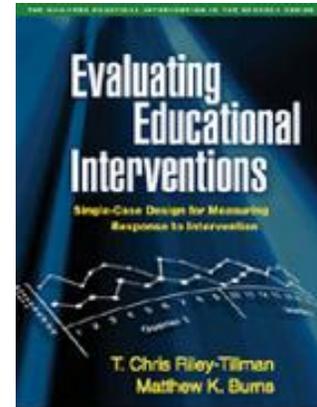
Organization
The following organization of the text is derived from the table of contents and is provided as a framework for understanding the progression of topics covered and supplementary materials included:

Chapter-by-Chapter Highlights

Chapter 1 begins with a brief introduction to foundational issues as basic as "What is Intervention," before progressing to more advanced design and analysis concepts. A review of the RTI model is central to this initial chapter, with a particular focus on the events and movements that facilitated its development as well as the role of intervention within the framework. A recurrent idea throughout the chapter is the importance of using outcome data to make important educational decisions (i.e., *"what gets measured gets done"*). Consistent with this theme, the chapter's final section defines SCD and discusses why it is an ideal approach for educational practice.

In Chapter 2, Riley-Tillman and Burns begin with a brief discussion of why experimentation is underutilized – but necessary – in schools. The bulk of the chapter's content, however, focuses on the three steps of the scientific method and their respective application and utility in the school setting: (a) Development of a hypothesis, (b) Observation of a functional relationship for the first time, and (c) Replication. The authors also discuss a set of guidelines for formalizing these three steps – baseline logic – which involves four steps: (a) Prediction, (b) Affirmation of the consequent, (c) Verification, and (d) Replication by affirmation of the consequent. The chapter concludes by analyzing the differences between experimental and applied settings and recognizes that these differences may affect the ability and need to implement SCD in its purest form.

In Chapter 3, baseline logic is translated into specific single case designs. Following a review of the A-B-A-B design *(aka* reversal or withdrawal design), several variations of this classic design are examined (e.g., the B, A-B, A-B-A and B-A-B designs). In addition, several designs incorporating a second intervention phase are reviewed (e.g., the A-B-C, A-B-A-C and A-B-C-A-C-B designs). For each design, the authors provide: (a) Steps for successfully implementing the design; (b) An analysis of what information the design provides; and (c) An analysis of what information the design cannot provide. In addition, simulated case study data are presented to illustrate the decision-making processes that accompany such designs.

Because A-B-A-B designs at times may be impractical or inappropriate in the school setting, Chapter 4 reviews several alternative designs to consider. These include multiple-baseline, multi-element, and repeated and cumulative acquisition designs. Each of these designs is presented in a format similar to that described in Chapter 3.

Chapters 5 and 6 present methods for analyzing the outcome data produced from SCD. In Chapter 5, the authors begin with detailed and actionable instruction on creating graphs of student data. Once the data are graphed, they provide a two stage model for the actual data analysis. In Chapter 5, the initial stage – *visual analysis* – is considered. The described model for visual analysis includes two steps: (a) Determining if there was a change by considering change in level, immediacy/latency of change, change in variability, and change in trend; and (b) Determining if the change was caused by the intervention by considering whether the observed changes are consistent with those predicted from the selected SCD. The chapter concludes with a discussion of using these summarized data to make important education decisions the regarding continuation, alteration, or discontinuation of the interventions.

Moving beyond visual analysis alone, in Chapter 6 the authors also present multiple methods for *empirically and quantitatively analyzing SCD data*. The strengths and shortcomings of several techniques are considered, including *effect size* and *percentage of non-overlapping data*. In addition, a review of the *dual discrepancy method* for determining response to intervention within an RTI model is reviewed.

In a departure from the preceding chapters, which focus primarily on assessment *of* learning, Chapter 7 focuses on assessment *for* learning. Specifically, brief experimental analysis (BEA) is a method for quickly assessing the effects of multiple interventions on a target behavior using SCD. This chapter reviews procedures for conducting BEA, selecting interventions to test with BEA, a case study example, and methods evaluating the outcomes of BEA.

Although prior chapters indirectly considered the topic, Chapter 8 examines the role of SCD specifically within a three-tiered RTI model. The chapter begins with a description of intervention and assessment at each of the three tiers. In a central part of this chapter – and perhaps the first writing to explicitly consider the issue – the authors then review the specific single case designs appropriate within each of the three tiers and the degree to which causality can be determined. A discussion of educational decision-making and implications for practitioners concludes the chapter.

Evaluation of the Text
Evaluating Educational Interventions would be useful for several potential audiences. First, as a prerequisite for implementing an RTI model or individual student interventions, a variety of school professionals should consider reading this book. Most notably, school psychologists, regular education teachers, special education teachers, school administrators, and related service personnel could apply the strategies described in this book. Additionally, university trainers in these disciplines should consider

incorporating this text into required coursework. Although useful, it is not necessary for readers to be practicing in a setting implementing RTI to benefit from the information. Any educator – in whatever employment context – can use SCD methodologies to inform instruction and make educational decisions that benefit students. The text would likely not be appealing to an audience of "laboratory-based" researchers given the focus on implementing SCD within applied settings.

Several features of *Evaluating Educational Interventions* emerge as notable strengths. First, the authors do an excellent job of making a complex topic highly accessible and relevant to an audience of practitioners. One of the true benefits of the book is that it contains value for professionals with a range of knowledge levels. Whereas novices may benefit from the very basic skills, even experienced professionals who have used simple SCDs will likely benefit from the more advanced techniques presented. Additionally, the authors recognize and respect the unique settings in which educational professionals function and incorporate these considerations into their discussions of how SCD reasonably can be applied. *Evaluating Educational Interventions* also contains several blank intervention graphs that can be reproduced for personal use in tracking student progress regardless of context or target. Finally, it includes a detailed Appendix providing written and visual instruction for graphing student data using Microsoft Excel, an important prerequisite for anyone planning to evaluate student-level intervention outcomes efficiently.

Despite these and other strengths, a few cautions about this book seem warranted. First, the numerous case studies and examples used in the book represent simulated data rather than actual student data. Although they remain highly useful, it is likely that the use of simulated data results in more "clear cut" decision-making than will actual student data. Also, it would have been useful if the authors had included a section on *providing professional development to other educational professionals on SCD*. Considering the systemic nature of RTI, combined with the lack of training in SCD in many educational training programs and the importance of professional development within an RTI model, this information needs to be effectively shared with a variety of educational professionals. Finally, it appears that absent from the book is any mention or description of an increasing or decreasing intensity designs (see for example, Barnett, Daly, Jones, & Lentz, 2004; Barnett et al., 2007). Whereas the former designs begin with the least intrusive intervention and add intervention components as necessary based on data (e.g., A-AB-ABC design or A-B-B'-B" design), the latter designs begin with comprehensive intervention packages and systematically withdraw intervention components based on data (e.g., BC-B design or B"-B'-B design). Both of these

designs warrant serious consideration within an RTI paradigm because they facilitate identification of an intervention package at a minimum intensity (i.e., least amount of intervention necessary to achieve desired outcomes or "how much is enough"). Effective school-based application of these designs has been documented in the research literature (e.g., Jones et al., 2009) and so they deserve inclusion in any comprehensive assessment of the utility of RTI in instructional settings.

Overall, it is important to note that these concerns are relatively minor when considering the strengths incorporated into *Evaluating Educational Interventions* coupled with the scarce resources devoted to the specific topic and audience.

Conclusions

Although educational change initiatives have been known to come and go, it is unlikely that RTI will retreat anytime soon. Not only has an increasingly strong research and legislative framework been developed to support the initiative, but so too was RTI developed on a foundation of "best practices" (e.g., professional development, research-based interventions, data-based decision making). Even if RTI were to adapt or transform in order better to address new advances and changing needs, it is unlikely that the validity or utility of SCD for evaluating student interventions would be questioned given its repeatedly documented efficacy over several decades. Consequently, there is little room to argue that the content contained in *Evaluating Educational Interventions* will diminish in relevance anytime soon.

The unique aspect of the book is that is presents a guide to incorporating experimental control into RTI service delivery models specifically, and problem solving models in general. In many ways this is the first comprehensive showcase for demonstrating that RTI can be legitimately scientific. As a roadmap to practice, it addresses how to collect data and conduct interventions and explains why these are necessary but insufficient components. *Evaluating Educational Interventions* goes one vital step beyond to illustrate how analyses of these data may be conducted and what they mean.

Many educational professionals who were trained in the pre-RTI era (and likely some trained relatively recently) lack an adequate grasp of SCD strategies for effectively evaluating student interventions within an RTI model. In the contemporary educational environment – characterized by standards-based reform and RTI – there is no better time for educators to learn and apply SCD strategies for improving student outcomes. And, we believe, that currently there is no better reference to meet this goal within school settings than *Evaluating Educational Interventions.* Overall, our analysis reveals a

strong work that is consistent with current educational initiatives; it is informative, practitioner-friendly, and a must-have for educational professionals and trainees alike.

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