

Special Issue

Intervention Programming and Assessment Practices That Promote Students' Skills

Message from the Guest Editor

Intervention programming and assessment systems in K-12 schools have included the employment of strategy instruction and standardized tests (e.g., IQ, academic achievement) since the 1910s as a method by which to design and monitor programming to help students improve their abilities in reading, writing, math, and life skills. These practices have been known as a wait-to-fail model, in which students are offered the opportunity to learn and demonstrate their grade-level ability. A better alternative is offering an assessment and intervention system as early as kindergarten, with students' progress being monitored weekly. These practices offer a more effective and progressive method with which to help children, and are the key elements of multi-tiered systems of support (MTSS). This Special Issue welcomes empirical and conceptual submissions that focus on intervention programming and assessment systems and practices, how they can be applied in schools, and how this could be a renewed opportunity for educators in schools to collaborate in instruction and assessment-based decision making for possible special education...

Guest Editor

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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