

Meet the Staff

AMANDA M. VANDERHEYDEN

Scientific Consultant

Amanda M. VanDerHeyden is a private consultant and researcher who has worked as a researcher, consultant, and trainer in a number of school districts. Dr. VanDerHeyden has directed numerous RtI implementation efforts, and her work has been featured by the U.S. Department of Education on “Education News Parents Can Use” on PBS and The Learning Channel. She has published more than 60 scholarly articles and chapters related to Response to Intervention (RtI), including a recent chapter in the *Handbook on Innovations in Learning*, published by CIL. The chapter, “Using Response to Intervention Data to Advance Learning Outcomes” provides a step-by-step guide to using data to identify and address classroom and schoolwide academic problems; the chapter is available for free download on the [CIL website](#).

Dr. VanDerHeyden serves as advisor to the RtI Action Network at the National Center for Learning Disabilities, the Education Programs Committee for the National Center for Learning Disabilities, and iSTEEP (a web-based data management system). She has consulted for Renaissance Learning, Vanderbilt’s National Comprehensive Center for Teacher Quality, and several state departments of education to offer guidance on RtI implementation and to evaluate implementation effects.



Amanda VanDerHeyden

In addition to presenting numerous keynote addresses for national organizations and leadership institutes, Dr. VanDerHeyden is associate editor for *School Psychology Review* and serves on the editorial boards for *School Psychology Quarterly*, *Journal of School Psychology*, *Topics in Early Childhood Special Education*, and the *Journal of Learning Disabilities*. She is also a standing panel member for the Institute for Education Sciences at the U.S. Department of Education, and her scholarly work has been recognized in the form of the Article of the Year Award in 2007 from *Journal of School Psychology* and the Lightner Witmer Early Career Contributions Award from Division 16 (School Psychology) of the American Psychological Association in recognition of her scholarship on early intervention, RtI, and models of data-based decision-making in schools.