

Elementary Version

References for Professional Development for Multi-Tier System of Services and Supports

(Response to Intervention; RtI)

January 21st 2013

Compiled by Mark R. Shinn, Ph.D.

markshinn@me.com <http://markshinn.org>

Jackie Mowery, M.Ed., Editorial Assistant

I have tried to support professional development for more than 30 years. This list of resources consists of frequently used texts and some key articles and book chapters that I believe communicate some big ideas. It is not intended to be exhaustive and obviously reflects my biases. Together with Jackie Mowery, a current graduate student at National Louis University and former graduate assistants Jenni Cole and Lauren Dawes from National Louis University and Lyndsay Jenkins from Northern Illinois University, we are preparing a set of advance organizers (AOs) for each article or book chapter linked to these big ideas.

1. *Response to Intervention (RTI)*, an alternative method for use in the Specific Learning Disabilities (SLD) entitlement process was inserted into IDEA 2004 to *remedy* 30 years of (a) *complaints from practice* by educators and parents, and (b) *research on school-based SLD identification practices*.
2. RTI is *more than just SLD entitlement* and in most communities is geared to support implementation of a *multi-tier system of services and supports* based on *early intervention* and *prevention* for *all* students. A better conception is Multi-Tiered Services and Supports for ALL Students.
3. *Data-based decision making* is a key component of multi-tier models.
4. *Early intervention through screening*, universal and individual, is a key component of multi-tier models.
5. Use of *evidence-based practices for academics and behavior* support across all tiers is a key component of multi-tier service models.
6. *Scientifically based progress monitoring* across all tiers is a key component of multi-tier models.
7. RTI implementation must be *considered an innovation* and therefore careful attention must be directed to the *challenges of the change* process.

The "Physician's Desk References" for MTSS and RtI

These are the reference books that I refer to continuously to figure out what works and what to do. All are practice-friendly and designed to translate into things to do.

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*.

Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2004). *Direct instruction reading* (4th ed.). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2007). *Effective teaching strategies that accommodate diverse learners* (3rd ed.). Upper Saddle River, NJ: Pearson: Merrill Prentice Hall.

- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford.
- Gambrill, E. (2005). *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley & Sons.
- Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Paul H. Brooks.
- Harris, K.R., Graham, S., Mason, L.H., & Friedlander, B. (2008). *POWERFUL Writing Strategies for All Students*. Baltimore, MD: Paul H. Brookes Publishing.
- Honig, W., Diamond, L., & Gutlohn, L. (2007). *Teaching reading sourcebook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.
- Hunter, P.C. (2012). *It's not complicated! What I know for sure about helping our students of color become successful readers*. New York, NY: Scholastic.
- Shinn, M. R. (Ed.). (1989). *Curriculum-based measurement: Assessing special children*. New York: Guilford.
- Shinn, M. R. (Ed.). (1998). *Advanced applications of Curriculum-Based Measurement*. New York: Guilford.
- Shinn, M. R., Walker, H. M., & Stoner, G. E. (Eds.). (2002). *Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches*. Bethesda, MD: National Association of School Psychologists.
- Shinn, M. R., & Walker, H. M. (Eds.). (2010). *Interventions for achievement and behavior in a three-tier model, including RTI* (Third ed.). Bethesda, MD: National Association of School Psychologists.
- Sprick, R. S., Booher, M., & Garrison, M. (2009). *Behavioral Response to Intervention (B-RTI): Creating a continuum of problem-solving and support* (2nd ed.). Eugene, OR: Pacific Northwest Publishing, Inc.
- Sprick, R. S., & Garrison, M. (2008). *Interventions: Evidence-based behavioral strategies for individual students* (2nd ed.). Eugene, OR: Pacific Northwest Publishing, Inc.
- Sprick, R. S., Garrison, M., & Howard, L. (1998). *CHAMPS: A proactive and positive approach to classroom management for Grades K-9*. Longmont, CO: Sopris West.
- Sprick, R. S., Howard, L. M., Wise, B. J., Marcum, K., & Haykin, M. (2006). *Administrator's Desk Reference of Behavioral Management*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Knight, J., Reinke, W., & McKale, T. (2006). *Coaching classroom management*. Eugene, OR: Pacific Northwest Publishing.
- Stein, M., Kinder, D., Silbert, J., & Carnine, D. W. (2006). *Designing effective mathematics instruction: A direct instruction approach* (4th ed.). Upper Saddle, NJ: Pearson Merrill Prentice Hall.

Scientifically Based or Evidence-Based Practices

Despite common claims, not all practices are supported by quality research. These resources can support educators to judge what is and what is not evidence-based.

- Gambrill, E. (2005). The need for critical thinking in clinical practice. In *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley & Sons.
- Gambrill, E. (2005). Critical appraisal of practice-related research: The need for skepticism. In *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, NJ: John Wiley & Sons.
- Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C. R., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137-148.

Stanovich, P. J., & Stanovich, K. E. (2003). *How teachers can use scientifically based research to make curricular and instructional decision*. Washington, DC: National Institute for Literacy, National Institute of Child Health and Human Development, US Department of Education, US Department of Health and Human Services.

US Department of Education. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide*. Washington DC: US Department of Education, Institute of Educational Sciences, National Center for Education Evaluation and Regional Assistance.

Elementary RTI Resources

These are the readings that I believe do a nice job of providing some broad brushstrokes as well as specifics in implementing MTSS. These articles and chapters have a systems focus or elementary focus.

Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). *Response to Intervention: Policy considerations and implementation*. Alexandria, VA: National Association of State Directors of Special Education, Inc.

Ikeda, M. J., Paine, S. C., & Elliott, J. L. (2010). Supporting response to intervention (RTI) at school, district, and state levels. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Fletcher, J. M., Coulter, W. A., Reschly, D. J., & Vaughn, S. (2004). Alternative approaches to the definition of learning disabilities: Some questions and answers. *Annals of Dyslexia*.

Fuchs, L. S., & Vaughn, S. R. (2005). Response to Intervention as a framework for the identification of learning disabilities. *Forum for Trainers of School Psychologists*.

Germann, G. (2010). Thinking of Yellow Brick Roads, Emerald Cities, and Wizards. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Gresham, F., Reschly, D., & Shinn, M. R. (2010). RTI as a driving force in educational improvement: Historical legal, research, and practice perspectives. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Matzke, L., & Lunde Neumiller, T. (2008). RTI in Title I. In S. L. Fernley, S.D., Norlin, J. (Ed.), *What do I do when...The answer book on RTI* (Vol. 1). Horsham, PA: LRP Publications.

Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research & Practice, 18*, 137-146.

Walker, H. M., & Shinn, M. R. (2010). Systemic, evidence-based approaches for promoting positive student outcomes within an RTI framework: Moving from efficacy to effectiveness. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Universal Screening and Progress Monitoring

Not all measures are valid for screening, individual or universal, and frequent progress monitoring. One technology that has been validated and serves as the cornerstone of data-based decision making within RTI is Curriculum-Based Measurement (CBM).

- Deno, S.L. (2003). Developments in Curriculum-Based Measurement. *The Journal of Special Education*, 37, 184-192.
- Deno, S.L. (2005). Problem-solving assessment. In R. Brown-Chidsey (Ed.), *Assessment for Intervention: A problem-solving approach* (pp. 10-40). New York, NY: Guilford.
- Fuchs, L. S., & Fuchs, D. (1999). Monitoring student progress toward the development of reading competence: A review of three forms of classroom-based assessment. *School Psychology Review*, 28(4), 659-671.
- Fuchs, L. S., & Fuchs, D. (2002). Progress monitoring, accountability, and LD identification. *Testimony to the president's commission on excellence in special education*. Washington DC: US. Department of Education
- Fuchs, L. S., & Fuchs, D. (2004). *What is scientifically based research on progress monitoring?* Washington, DC: National Center on Progress Monitoring, American Institute for Research, Office of Special Education Programs.
- Fuchs, L. S., & Fuchs, D. (2008). Best practices in progress monitoring reading and mathematics at the elementary level. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 2147-2164). Bethesda, MD: National Association of School Psychologists.
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral Reading Fluency as an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis. *Scientific Studies of Reading*, 5(3), 239-256.
- Shinn, M. R. (2008). Best practices in Curriculum-Based Measurement and its use in a Problem-Solving model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 243-262). Bethesda, MD: National Association of School Psychologists.
- Shinn, M. R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Shinn, M. R., & Shinn, M. M. (2000). Writing and evaluating IEP Goals and making appropriate revisions to ensure participation and progress in general curriculum. In C. F. Telzrow & M. Tankersley (Eds.), *IDEA Amendments of 1997: Practice guidelines for school-based teams* (pp. 351-381). Bethesda, MD: National Association of School Psychologists.

Reading

I keep coming back to many of these articles and chapters when trying to address the issue of what works—and what doesn't—to improve reading achievement.

- Adams, M. J., & Henry, M. K. (1997). Myths and realities about words and literacy. *School Psychology Review*, 26, 425-436.
- Baker, S., Gersten, R., & Grossen, B. (2002). Interventions for students with reading comprehension problems. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 731-754). Bethesda, MD: NASP.
- Baker, S., & Stahl, S. (1994). Beginning reading: Educational tools for diverse learners. *School Psychology Review*, 23, 372-391.

- Carnine, D. & Silbert, J. (Undated). Defining district accountability: Ten components of the district, schools, and classrooms that support effective instruction in reading and math. Unpublished manuscript.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, winter, 8-15.
- Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties: Perspectives from research. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Honig, W., Diamond, L., & Gutlohn, L. (2008) Comprehensive Reading Model. In *Teaching reading sourcebook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.
- Lenz, B. K., Ehren, B. J., & Deshler, D. D. (2005). The Content Literacy Continuum: A school-reform framework for improving adolescent literacy for all students. *Teaching Exceptional Children*, 37(6), 60.
- Moats, L. (1999). *Teaching reading is rocket science*. Washington, DC: American Federation of Teachers.
- Moats, L. (2007). *Whole-language high jinks: How to tell when "scientifically based reading instruction" isn't*. Washington, DC: Fordham Foundation.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development, National Institute for Literacy, US Department of Education.
- Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2002). How Should Reading Be Taught? *Scientific American, Inc.*, 85-91.
- Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.
- Simmons, D. C., & Kame'enui, E. J. (2003). A Consumer's Guide to Evaluating a Core Reading Program. Grades K-3: A Critical Elements Analysis.
- Stern, S. (2008). *Too good to last: The true story of Reading First*. Washington DC: Thomas B. Fordham Institute.
- Torgesen, J. K. (2002). Lessons learned from intervention research in reading: A way to go before we rest. *Learning and Teaching Reading*, 89-103.
- Torgesen, J. K. (2005). *A principal's guide to intensive reading interventions for struggling readers in Reading First schools*. Washington, DC: US Department of Education.
- Torgesen, J., Houston, D., Rissman, L., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., & Rivera, M. O. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.
- Torgesen, J., Houston, D., Rissman, L., & Kosanovich, M. (2007). *Teaching all students to read in elementary school*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.

Vocabulary

People are understanding that the key to successful reading, and thus, school performance, is language development, especially vocabulary, and reading volume as a mechanism for increasing vocabulary and knowledge.

- Biemiller, A. (2001). Teaching vocabulary: Early, direct, and sequential. *American Educator, Spring*, 1-10.
- Diamond, L., & Gutlohn, L. (2007). *Vocabulary Handbook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.
- Feldman, K., & Kinsella, K. (2005). Narrowing the language gap: The case for explicit vocabulary instruction. In Scholastic (Ed.), *Read About*. New York, NY.
- Kame'enui, E. J., & Baumann, J. F. (Eds.). (2004). *Vocabulary instruction: Research to Practice*. New York, NY.
- Stahl, S. A. (1999). *Vocabulary development*. Brookline, MA: Brookline Books.
- Stahl, S., & Kapinus, B. (2001). *Word power: What every educator needs to know about teaching vocabulary*. Washington, DC: National Education Association.

English Learners

We know more than ever what works to reduce the gap for English Learners (EL), who, in the country, are usually burdened by low socio-economic status.

- Baker, S. K., Gersten, R., & Linan-Thompson, S. (2010). Early reading instruction and intervention with English learners: Key considerations in a multi-tiered approach. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI* (pp. 501-526). Bethesda, MD: National Association of School Psychologists.
- Francis, D. J., Rivera, M. O., Lesaux, N., & Rivera, H. (2006c). Practical guidelines for the education of English Language Learners: Research-based recommendations for instruction and academic interventions. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Francis, D. J., Rivera, M. O., Lesaux, N., Kieffer, M., & Rivera, H. (2006a). Practical guidelines for the education of English Language Learners: Research-based recommendations for serving adolescent newcomers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Francis, D. J., Rivera, M. O., Lesaux, N., Kieffer, M., & Rivera, H. (2006b). Practical guidelines for the education of English Language Learners: Research-based recommendations for the use of accommodations in large-scale assessments (pp. 1-64). Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. In U. S. D. o. Education (Ed.), *IES Practice Guide* (pp. 1-55). Washington, DC: US Department of Education.
- Shanahan, T., & August, D. (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. (pp. 1-8). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Written Expression

These resources are specific to evidence-based interventions for written expression. They are obviously heavily weighted by the research and writing of Steve Graham and Karen Harris.

- Graham, S. (2009). Want to improve children's writing? Don't neglect their handwriting. *American Educator, Winter 2009-2010*, 20-40.
- Graham, S., & Harris, K. R. (2002). Prevention and intervention for struggling writers. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems: Preventive and remedial approaches* (pp. 589-610). Bethesda, MD: National Association of School Psychologists.
- Graham, S., & Harris, K. R. (2006). It can be taught, but it does not develop naturally: Myths and realities in writing instruction. *School Psychology Review, 1997, 26*(3), 414-424.
- Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.
- Moats, L. C. (2005). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator, Winter 2005-2006*, 12-43.
- Olinghouse, N. G., Graham, S., & Harris, K. R. (2010). Evidence-based writing practices for Tiers 1, 2, 3. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI* (pp. 553-570). Bethesda, MD: National Association of School Psychologists.
- Stein, M., Dixon, R. C., & Isaacs, S. (1994). Effective writing instruction for diverse learners. *School Psychology Review, 23*(3), 392-405.

Mathematics

These resources are specific to evidence-based interventions for mathematics. Other resources are located in my "great books" section.

- Allsopp, D. (2009). Mathematics and RTI. In S. L. Fernley, S.D., Norlin, J. (Ed.), *What do I do when...The answer book on RTI*. Horsham, PA: LRP Publications.
- Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Kelly, B. & Carnine, D. (Undated). Teaching problem-solving strategies for word problems to students with learning disabilities. Unpublished Manuscript. University of Oregon, Eugene, OR.
- National Mathematics Advisory Panel. (2008). *Foundations for Success: National Mathematics Advisory Panel Final Report*. Washington, DC: US Department of Education.
- National Research Council. (2001). Adding it up: *Helping children learn mathematics*. Washington, DC: National Academy Press.
- Stein, M., Kinder, D., Zapp, K., & Feuerborn, L. (2010). Promoting positive math outcomes. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Other Academic Areas

Interventions and background knowledge on things relevant to other academic area success.

- Carnine, D. (1994). Introduction to the mini-series: Educational tools for diverse learners. *School Psychology Review*, 23(3), 341-350.
- Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 651-680). Bethesda, MD: NASP.
- Gleason, M. M., Archer, A. L., & Colvin, G. (2010). Interventions for improving study skills. In M. R. Shinn, and H. M. Walker (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 571-608). Bethesda, MD: NASP.

Behavior

These resources are specific to evidence-based interventions for behavior. Other resources are located in my "great books" section.

- Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom*. Eugene, OR: Behavior Associates.
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). Reducing behavior problems in the elementary school classroom: A practice guide (NCEE #2008-012). *Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education*. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.
- Frey, A. J., Lingo, A., & Nelson, C. M. (2010). Implementing positive behavior support in elementary schools. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.
- Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behavioral assessment: Principles, procedures, and future directions. *School Psychology Review*, 30, 156-172.
- Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, R., Wickham, D., Ruef, M., & Wilcox, B. (1999). *Applying positive behavioral support and functional behavioral assessment in schools*. Technical Assistance Guide 1 (Version 1.4.4). Eugene, OR: OSEP Center on Positive Behavioral Interventions and Support.
- Sugai, G., Horner, R. H., & Gresham, F. M. (2002). Behaviorally effective school environments. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems: Preventive and remedial approaches* (pp. 315-350). Bethesda, MD: National Association of School Psychologists.
- Walker, H. M. (2004). Use of evidence-based interventions in schools: Where we've been, where we are, and where we need to go. *School Psychology Review*, 33, 398-407.
- Walker, H. M., Ramsey, E., & Gresham, F. M. (2003-2004). Heading off disruptive behavior. How early intervention can reduce defiant behavior—and win back teaching time. American Federation of Teachers, AFL-CIO.
- Witt, J. C. (1997). Talk is not cheap. *School Psychology Quarterly*, 12, 281-292.
- Witt, J. C., VanDerHeyden, A. M., & Gilbertson, D. (2004). Troubleshooting behavioral interventions: A systematic process for finding and eliminating problems. *School Psychology Review*, 33, 363-383.