

Secondary Version

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

(Response to Intervention; RTI)

January 200, 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. Secondary schools are not as prepared to implement MTSS due to years of staff development targeted almost exclusively to elementary schools. More background knowledge acquisition and leadership and planning is required.
4. Secondary implementation of MTSS is based on similar, although not identical big ideas. Paramount is supporting good pedagogy and behavior support in content area classes, and providing the intense basic skill interventions that some students still need.
5. *Early intervention* through *screening*, universal and individual, remains a key component of multi-tier models, but the purpose is modified to screen for those students who need intensive direct instruction basic skills treatment and those students with lower level basic skills but who need support for success in content area classes.
6. 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 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.
- 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.

- 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.
- Lenz, B. K., Deshler, D. D., & Kissam, B. R. (2003). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston, MA: Allyn & Bacon.
- Shinn, M. R. E., Walker, H. M. E., & 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. (2006). *Discipline in the secondary classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.
- 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

A couple of resources that I believe are helpful for understanding evidence-based practices.

- 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 decisions*. 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.

Secondary RTI Resources

These are the readings that I believe do a nice job of providing some broad brushstrokes as well as specifics in implementing coordinated, early intervening services in a multi-tier model including RTI. These articles and chapters have a systems focus or secondary focus although some include K-12 content.

- 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.
- Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). 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>.
- Conderman, G., & Petersen, T. (2007). Avoid the tutoring trap. *Intervention in School & Clinic, 42*, 234-238.
- 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.
- Duffy, H. (Undated). *Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention*. Washington DC: National High School Center at the American Institutes for Research (AIR).
- Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008-4025). 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>.
- 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*.
- 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.
- 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.

- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision-making* (NCEE 2009-4067). 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/>.
- Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., & Darwin, M. (2008). *Turning Around Chronically Low-Performing Schools: A practice guide* (NCEE #2008-4020). 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/>.
- Kennelly, L., & Monrad, M. (2007). *Approaches to dropout prevention: Heeding early warning signs with appropriate interventions*. Washington DC: National High School Center at the American Institutes for Research (AIR).
- Pierson Yecke, C. (2005). *Mayhem in the middle: How middle schools have failed in America and how to make them work*. Washington DC: Thomas B. Fordham.
- Shinn, M. R. (2008). RTI at the secondary level. In S. L. Fernley, S.D., Norlin, J. (Ed.), *What do I do when...The answer book on RTI*. Horsham, PA: LRP Publications.
- Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do: A practice guide* (NCEE #2009-4066). 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/>.
- 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.
- Ysseldyke, J. E. (2009). When politics trump science: Generalizations from a career of research on assessment, decision making and public policy. *NASP Communique, 38*(4), 6-8.

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).

- 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. (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., 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. (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. (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.

Reading and Content Area Literacy

Reading is essential for content area success. Too many secondary students struggle with basic skill deficits and even more students are challenged when learning requires reading and understanding informational or expository text. These articles and book chapters are targeted primarily toward secondary students.

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.

Biancarosa, G., & Snow, C. (2004). *Reading Next-A vision for action and research in middle and high school: A report from Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). Executive instruction for middle school students with reading difficulties: The reading teacher's sourcebook. Austin, TX: University of Texas System/Texas Education Agency.

Diamond, L. (2004). *Implementing and sustaining a middle and high school reading and intervention program*. Berkeley, CA: Consortium on Reading Excellence.

Feldman, K. (2006). Helping older kids who struggle with reading. San Francisco, CA: Charles and Helen Schwab Foundation. Retrieved from: <http://www.SchwabLearning.org>.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford.

Heller, R., & Greenleaf, C. L. (2007). *Literacy instruction in the content areas: Getting to the core of middle and high school improvement* (pp. 1-48). Washington DC: Alliance for Excellent Education.

Honig, W., Diamond, L., & Gutlohn, L. (2007). *Teaching reading sourcebook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.

Howell, K. W. (2007). Best practices in curriculum based evaluation and advanced reading. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1-22). Bethesda, MD: National Association of School Psychologists.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). 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>.

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.

Marchand-Martella, N.E., Martella, R.C., Modderman, S.L., Petersen, H., & Pan, S. (2013). Key areas of effective adolescent literacy programs. *Education and Treatment of Children*, 36, 161-184.

McPeak, L., & Trygg, L. (2007). *The secondary literacy instruction and intervention guide*. Mill Valley, CA: Stupski Foundation.

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.
- Schumaker, J. B., Deshler, D. D., & McKnight, P. C. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for Achievement and Behavior in a 3-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.
- Tindal, G. A., & Germann, G. (1991). Mainstream consultation agreements in secondary schools. In G. Stoner, M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 495-518.). Bethesda, MD: NASP.
- Torgesen, J., Houston, D., & Rissman, L. (2007). *Improving literacy instruction in middle and high schools*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.
- 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.
- Walsh, K. (2006). *Supporting secondary literacy reform in a low-resource context: The Pasadena story* (pp. 1-21). Pasadena, CA: The Pasadena Unified School District.

Vocabulary

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

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.
- Biemiller, A. (2001). Teaching vocabulary: Early, direct, and sequential. *American Educator, Spring*, 1-10.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, 8-15.
- 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: Scholastic.
- Hirsch, E. (2003). Reading comprehension requires knowledge of words and the world: Scientific insights into the fourth-grade slump and nation's stagnant comprehension scores. *American Educator, Spring*, 10-19.
- Kame'enui, E. J., & Baumann, J. F. (Eds.). (2004). *Vocabulary instruction: Research to Practice*. New York, NY.
- Lawrence, J. F., White, C., Snow, C. E. (2010). The words students need. *Educational Leadership, 68(2)*, 23-26.
- Stahl, S., & Kapinus, B. (2001). *Word power: What every educator needs to know about teaching vocabulary*. Washington, DC: National Education Association.
- Stahl, S. A. (1999). *Vocabulary development*. Brookline, MA: Brookline Books.

Mathematics

These resources are specific to evidence-based interventions for mathematics. They are not global. Other resources are located in my "great books" section.

- Allsopp, D. (2009). Mathematics and RTI. In S. L. Fernley, S.D., Norlin, J. (Eds.), *What do I do when...The answer book on RTI*. Horsham, PA: LRP Publications.
- Carnine, D., Jones, E. D., & Dixon, R. (1994). Mathematics: Educational tools for diverse learners. *School Psychology Review*, 23, 406-427.
- Harniss, M. K., Stein, M., & Carnine, D. W. (2002). Promoting mathematics achievement. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 571-588). Bethesda, MD: National Association of School Psychologists.
- 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 valuation 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.
- Thompson, L. J. (2006). *Repairing a broken foundation: Solutions to help middle school students who struggle with math* (Vol. Fall). Dallas, TX.
- Willingham, D. T. (2009). Ask the cognitive scientist: Is it true that some people just can't do math? *American Educator* (Winter 2009-2010), 14-19, 39.

Other Academic Areas

Interventions and background knowledge on things relevant to content area success. Other articles are included under secondary RTI.

- Anderson, D. H., Munk, J. A. H., Young, K. R., Conley, L., & Caldarella, P. (2008). Teaching Organizational Skills to Promote Academic Achievement in Behaviorally Challenged Students. *Teaching Exceptional Children*, 40(4), 6-13.
- Carnine, D. (1994). Introduction to the mini-series: Educational tools for diverse learners. *School Psychology Review*, 23(3), 341-350.
- Carnine, D., Miller, S., Bean, R. M., & Zigmond, N. (1994). Social Studies: Educational tools for diverse learners. *School Psychology Review*, 23, 428-441.
- Carnine, D., Crawford, D., Harness, M., & Hollenbeck, K. (1996). *Understanding US history Volume I: Through 1914*. Eugene, OR: Considerate Publishing.

- Carnine, D., Steely, D., & Silbert, J. (1996). *Understanding US History Volume 2: Reconstruction to world leadership*. Eugene, OR: University of Oregon Bookstore
- Carnine, D. W., Crawford, D. B., Harniss, M. K., Hollendbeck, K. L., & Miller, S. K. (2007). Effective strategies for teaching social studies. *Effective teaching strategies that accommodate diverse learners* (3rd ed., pp. 139-158). Upper Saddle River, NJ: Pearson: Merrill Prentice Hall.
- 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.
- Grossen, B., Romance, N. K., & Vitale, M. R. (1994). Science: Educational tools for diverse learners. *School Psychology Review*, 23, 442-463.
- Higgins, K., Boone, R., & Lovitt, T. C. (2002). Adapting challenging textbooks to improve content area learning. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 755-790). Bethesda, MD: NASP.
- Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) *Organizing Instruction and Study to Improve Student Learning* (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.
- Martella, A. (2010). *A High School Student's Perspective on Homework*. Eastern Washington University. Cheney, WA.
- Roth, J. (2005). *The strategic instruction model*. Washington DC: Alliance for Excellent Education.
- Schumaker, J. B., Deshler, D. D., & McKnight, P. (2002). Ensuring success in the secondary general education curriculum through the use of teaching routines. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (Vol. 791-824). Bethesda, MD: NASP.
- Schumaker, J. B., & Deshler, D. D. (2010). Using a tiered intervention model in secondary schools to improve academic outcomes in subject-area courses. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for Achievement and Behavior in a 3-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.
- Sprick, R. S. (2006). Grading: Design instruction and evaluation systems. In *Discipline in Secondary Classrooms: A Positive Approach to Behavior Management* (2nd ed., pp. 27-47). San Francisco, CA: Jossey-Bass, John Wiley & Sons, Inc.

Behavior

These resources are specific to evidence-based interventions for behavior. They are not global. 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.
- Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behavioral assessment: Principles, procedures, and future directions. *School Psychology Review*, 30, 156-172.
- Sprick, R. S., & Borgmeier, C. (2010). Prevention and management of behavior in three tiers at the secondary level. 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.

- 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.
- 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.