

References for Professional Development for “RTI”

Compiled by Mark R. Shinn, Ph.D.

Here is a list of things I believe everyone should have access to and/or read. It is not intended to be exhaustive and obviously reflects my biases.

Overview and Background on Multi-Tier Coordinated Early Intervening Services (RTI)

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 elementary focus.

- Batsche, G. M., Elliott, J., Graden, J., Grimes, J., Kovalski, 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.
- Burdette, P. (2007). *Response to Intervention as it Relates to Early Intervention Services*. Washington, DC: Project Forum at National Association of State Directors of Special Education (NASDSE).
- Ikedo, M. J., Paine, S. C., & Elliott, J. L. (in press). Supporting response to intervention (RTI) at school, district, and state levels. In M. R. Shiinn & 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*.
- Fletcher, J. M., & Vaughn, S. (2009). Response to Intervention: Preventing and remediating academic difficulties. *Child Development Perspectives*, 3(1), 30-37.
- Frey, A. J., Lingo, A., & Nelson, C. M. (in press). Implementing positive behavior support in elementary schools. In M. R. Shiinn & 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. (in press). Thinking of Yellow Brick Roads, Emerald Cities, and Wizards. In M. R. Shiinn & 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. (in press). RTI as a driving force in educational improvement: Historical legal, research, and practice perspectives. In M. R. Shiinn & 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. (in press). Systemic, evidence-based approaches for promoting positive student outcomes within an RTI framework: Moving from efficacy to effectiveness. In M. R. Shiinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI*. Bethesda, MD: National Association of School Psychologists.

Secondary RTI

These are the background 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 at the secondary level.

- Conderman, G., & Petersen, T. (2007). Avoid the tutoring trap. *Intervention in School & Clinic, 42*, 234-238.
- Schumaker, J. B., & Deshler, D. D. (in press). 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.
- 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.
- Sprick, R. S., & Borgmeier, C. (In press). 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.
- 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.
- Tindal, G. A., Shinn, M. R., Walz, L., & Germann, G. (1987). Mainstream consultation in secondary settings: An evaluation of the Pine County Model. *The Journal of Special Education, 21*, 94-106.

Evidence-Based 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. (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. (Ed.). (1989). *Curriculum-based measurement: Assessing special children*. New York: Guilford.
- Shinn, M. R. (in press). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement. In M. R. Shiinn & 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. (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.

Basic Resources in Scientifically Based Practices

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

- Gambrill, E. (2005). *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.

The "Physician's Desk References" for RTI Interventions

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.

- 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.
- Graham, S., & Harris, K. R. (2005). *Writing better: Effective strategies for teaching students with learning difficulties*. Baltimore, MD: Paul H. Brooks.
- 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.). (in press). *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*. 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.
- 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.

Evidence-Based Reading Interventions

A few that I believe are helpful for understanding evidence-based reading practices. Some excellent articles on reading instruction are also included in the section on RTI.

- Archer, A., & Gleason, M. (2001). *REWARDS: Reading Excellence Word Attack and Rate Development Strategies*. Longmont, CO: Sopris West.
- 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.
- Denton, C. A., & Vaughn, S. (in press). 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.
- Engelmann, S., & Bruner, E. (2003). *Reading Mastery*. New York, NY: McGraw Hill SRA.
- Fell Green, J. (2006). *Language! The Comprehensive Literacy Curriculum*. Longmont, CO: Sopris West.
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford.
- Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly III, W. D. (2009). *Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades*. Washington, DC: US Department of Education.
- Honig, W., Diamond, L., & Gutlohn, L. (2007). *Teaching reading sourcebook* (2nd ed.). Berkeley, CA: Consortium on Reading Excellence.
- 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.
- Stern, S. (2008). *Too good to last: The true story of Reading First*. Washington DC: Thomas B. Fordham Institute.
- 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., & Kosanovich, M. (2007). *Teaching all students to read in elementary school*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.

Evidence-Based Math Interventions

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

- Carnine, D., Jones, E. D., & Dixon, R. (1994). Mathematics: Educational tools for diverse learners. *School Psychology Review*, 23, 406-427.
- Engelmann, S., Kelly, B., & Engelmann, O. (2008). *Essentials for Algebra: A Direct Instruction Approach*. Columbus, OH: SRA.

- Gersten, R., Beckman, 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*. Washington, DC: US Department of Education
- 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.
- 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. (in press). 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.

Content Area and Adolescent Literacy

People are becoming aware of the importance of ensuring not just good reading, but that we all are skilled at supporting reading success in content area instruction. Here are some resources appropriate for secondary reading.

- 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.
- Diamond, L. (2004). *Implementing and sustaining a middle and high school reading and intervention program*. Berkeley, CA: Consortium on Reading Excellence.
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.
- Kinsella, K., Vaughn, S., Feldman, K., & Deshler, D. (2005). *Prentice Hall Literature: The American Experience*. Upper Saddle River, NJ: Pearson Prentice Hall.
- 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.
- McPeak, L., & Trygg, L. (2007). *The secondary literacy instruction and intervention guide*. Mill Valley, CA: Stupski Foundation.
- 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.

Evidence-Based Interventions for English Learners

What works for EL remains controversial but there is an emerging body of knowledge that can guide our practice(s) and produce better outcomes.

- Esparza Brown, J., & Doolittle, J. (2008). *A cultural, linguistic, and ecological framework for response to intervention with English language learners*. Tempe, AZ: Arizona State University.

- 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*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Francis, D. J., Rivera, M. O., Lesaux, N., & Rivera, H. (2006). *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.
- 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 A Practice Guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education.
- Linan-Thompson, S., & Vaughn, S. (2007). *Research-based methods of reading instruction for English language learners Grades K-4*. Alexandria, VA: Association for Supervision and Curriculum Development.

Evidence-Based Behavior Interventions

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.
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2009). *Reducing behavior problems in the elementary school classroom*. Washington, DC: US Department of Education.
- Frey, A. J., Lingo, A., & Nelson, C. M. (in press). 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.
- 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.
- Sprick, R. S. (2005a). *Cafeteria discipline: Positive techniques for lunchroom supervision*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S. (2007). *START on Time! Safe transitions and reduced tardies*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., & Garrison, M. (2005). *Foundations: Establishing Positive Discipline Routines*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Knight, J., Reinke, W., & McKale, T. (2006). *Coaching classroom management*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. S., Swartz, L., & Schroeder, S. (2006). *In the driver's seat*. Eugene, OR: Pacific Northwest Publishing.

Vocabulary

People are understanding that the key to school success 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.
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: P.H. Brookes.
- Kame'enui, E. J., & Baumann, J. F. (Eds.). (2004). *Vocabulary instruction: Research to Practice*. New York, NY.
- 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.

Evidence-Based Interventions for Content Area Success

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

- Archer, A., & Gleason, M. (2003). *REWARDS Plus: Applications to Social Studies*. Longmont, CO: Sopris West.
- Archer, A., & Gleason, M. (2003). *REWARDS Plus: Applications to Science*. Longmont, CO: Sopris West.
- Carnine, D. (1994). Introduction to the mini-series: Educational tools for diverse learners. *School Psychology Review*, 23, 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: Considerate Publishing.
- 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.
- Grossen, B., Romance, N. K., & Vitale, M. R. (1994). Science: Educational tools for diverse learners. *School Psychology Review*, 23, 442-463.
- 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* (pp. 791-824). Bethesda, MD: NASP.

Schumaker, J. B., & Deshler, D. D. (in press). 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.

School Change

Successful implementation requires knowing some things about the change process.

- Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York, NY: Teachers College Press.
- Grimes, J., & Tilly III, W. D. (1996). Policy and process: Means to lasting educational change. *School Psychology Review, 25*, 465-476.
- Hall, G., & Hord, S. (1984). *Change in schools: Facilitating the process*. Albany, NY: State University of New York Press.
- Ikeda, M. J., Grimes, J., Tilly III, W. D., Allison, R., Kurns, S., Stumme, J., & Tilly, W. D. (2002). Implementing an Intervention-Based Approach to Service Delivery: A Case Example. In M. R. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems: Preventive and remedial approaches* (pp. 71-88). Bethesda, MD: National Association of School Psychologists.
- Ikeda, M. J., Paine, S. C., & Elliott, J. L. (in press). 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.
- Ikeda, M. J., Tilly, W. D., Stumme, D., Volmer, L., & Allison, R. (1996). Agency-wide implementation of problem solving consultation: Foundations, current implementation, and future directions. *School Psychology Quarterly, 11*, 228-243.