

## General: Resources

- Ault, M. & Griffen, A. (2013, February). Teaching with the System of Least Prompts: An Easy Method for Monitoring Progress. *Teaching Exceptional Children*. Vol. 45 No.3. 46-53.
- Burns, M.K. (2008, March). Response to Intervention at the Secondary Level. *Principal Leadership*. 12-15.
- Canter, A. Klotz, M.B., & Cowan, K. (2008, February). Response to Intervention: The Future for Secondary Schools. *Principal Leadership*, 12-15.
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- DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington IN: National Education Service.
- Deshler, D. , & Schumaker, J. ( 2006). *Teaching Adolescents With Disabilities: Accessing the General Education Curriculum*. Thousand Oak, CA: Corwin.
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- Duff, H. (2007). Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention. Retrieved from [www.betterhighschools.org/docs/NHSC\\_RTIBrief\\_08-01-07.pdf](http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-01-07.pdf).
- Ehren, B.J. Response to Intervention in Secondary Schools: Is It on Your Radar Screen? Retrieved from <http://www.rtinetwork.org/learn/why/rtiinsecondaryschools>.
- Hehir, T., & Katzman, L. (2012). *Effective Inclusive Schools: Designing Successful Schoolwide Programs*. San Francisco: Jossey-Bass.
- Hunley, S., & McNamara, K. (2010). *Tier 3 of the RTI Model*. Thousand Oak, CA: Corwin.
- Kist, W. (March 2013). New Literacies and the Common Core. *Educational Leadership*. 38-43.
- Kretlow, A. G., & Blatz, S. (May/June 2011). The ABCs of Evidence-Based Practice for Teachers. *Teaching Exceptional Children*. 8-19.
- Lee, V.E., & Burkham, D.T., (2002). *Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School*. Washington, DC: Economic Policy Institute.
- Meyer, A., Rose, D., & Gordon, D. (2014). *Universal Design for Learning: theory and practice*. Wakefield, MA: CAST.

Musti-Rao, S., Hawkins, R., & Tan, C. (2011, September /October). A Practitioner's Guide to Consultation and Problem Solving in Inclusive Settings. *Teaching Exceptional Children*. 18-26.

Nelson, L. L. (2014). *Design and Deliver: Planning and Teaching Using Universal Design for Learning*. Baltimore: Paul H. Brookes.

Vannest, K., Burke, M., Payne, T., Davis, C., & Soares, D. (2011, May/June). Electric Progress Monitoring of IEP Goals and Objectives. *Teaching Exceptional Children*. 40-51.

Center on Applied Special Technology (CAST): [www.cast.org](http://www.cast.org)

<http://www.ncldtalks.org/> this site has a link to RTI Talk which contains transcripts of discussions on implementing RTI at the secondary level. Another link leads to RTI Action Update with is linked to the sites for high school and middle school. [www.rtinetwork.org/high-school](http://www.rtinetwork.org/high-school) - RTI action Network- has additional resource topic areas: High School Resources, RTI overview, Behavior, Create Your RTI plan, Data-Based Decision Making, Diversity, Family Involvement, Intervention, LD Identification, Literacy, Math, Progress Monitoring, School-wide Screening, Screening, Screening & D-B Decision, Social Development, Tiered Instruction, Research Support, Social Development, Tiered Instruction, Research Support

[www.rti4success.org](http://www.rti4success.org) (National Center on Response to Intervention) Use the Advanced Search term: Secondary School will produce 19 Center products. Using the Advanced Search terms, Literacy, Math, Behavior and Secondary School will produce 62 Center products.

[www.nasponline.org/resources/rti/index.aspx](http://www.nasponline.org/resources/rti/index.aspx)- (National Association of School Psychologists)

[www.ideapartnership.org/page.cfm?pageid=17](http://www.ideapartnership.org/page.cfm?pageid=17)- IDEA Partnership's Collaborative Work on Response to Intervention

IRIS modules on Evidence Based Practice: [http://iris.peabody.vanderbilt.edu/module/ebp\\_01/](http://iris.peabody.vanderbilt.edu/module/ebp_01/)

National Center on UDL: [www.udlcenter.org](http://www.udlcenter.org)

## **Academic Resources**

### *Literacy*

Allington, Richard. (2012). *What Really Matters for Struggling Readers: Designing Research Based Programs*. Third Edition. New York: Pearson.

Allington, Richard. (2011, March). What At-Risk Readers Need. *Education Leadership*, 68, No.6, 40-45.

Azano, A., & Tuchwiller, E. D. (2011, July/August). GPS for the English Classroom: Understanding Executive Function in Secondary Students with Autism. *Teaching Exceptional Children*, 38-43.

Boardman, A.G., Roberts, G., Vaughn, S., Wexler, J., Murray, S.C., & Kosanovich, M. (2008). Effective instruction for adolescent struggling readers: A practice brief. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Beers, Kylene. (2003). *When Kids Can't Read: A Guide for Teachers 6-12*. Portsmouth, NH: Heinemann.

Calkins, L., Ehrenworth, M., Lehman, C. (2012). *Pathways to the Common Core: Accelerating Achievement*. Portsmouth, NH: Heinemann.

Cheung, A.C.K., & Slavin, R. (2012). "The Effectiveness of Educational Technology Applications for Enhancing Reading Achievement in K-12 Classrooms: A Meta-Analysis" retrieved from [www.bestevidence.org](http://www.bestevidence.org).

Constable, S., Grossi, B., Moniz, A., & Ryan, L. (2013, February). Meeting the Common Core State Standards for Students with Autism. *Teaching Exceptional Children*. Vol. 45 No. 3. 6- 13.

**Digital Public Library of America**- has many free resources from archives, libraries and museums. <http://dp.la/>.

Fisher, D., Frey, N., Lapp, D. (2012). *Text Complexity: Raising Rigor in Reading*. Newark, DE: IRA.

Florida Center for Reading Research- [www.fcrr.org](http://www.fcrr.org)

Fountas, I. C., & Pinnell, G.S. (2001). *Guiding Readers and Writers: Teaching Comprehension, Genre, & Literacy (Grades 3-6)*. Portsmouth, NH: Heinemann.

Hudson, M., Browder, D., Wakeman, S. ( 2013, February). Helping Students with Moderate and Severe Intellectual Disability Access Grade Level Text. *Teaching Exceptional Children*. Vol. 45 No. 3. 14-23.

International Reading Association. (2012). *Adolescent Literacy: A Position Statement of the International Reading Association*. [www.reading.org](http://www.reading.org).

Johnson, E.S., Pool, J., & Carter, D.R. Screening for Reading Problems in Grade 4-12. Retrieved from <http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-grades-4-through-12>.

Klinger, J., & Vaughn, S., Boardman, A., Swanson, E. ( 2012) *Now We Get It! Boosting Comprehension with Collaborative Strategic Reading*. San Francisco: Jossey-Bass.

Klinger, J. K., & Vaughn, S. (1998, July/Aug). Using Collaborative Strategic Reading. *Teaching Exceptional Children*, 32-37.

Kucan, L. & Palinscar, A.S. (2013). *Comprehension Instruction through Text-Based Discussion*. Newark, DE: International Reading Association.

The **Literacy Design Collaborative**- this site has templates for lesson plans, tasks and modules built to address the instructional shifts that will be needed to meet the CCSS for science and social studies  
<http://www.literacydesigncollaborative.org/>

Marzano, R.J. (2004). *Building Background Knowledge for Academic Achievement* Alexandria, VA: ASCD

Marzano, R. J., & Pickering, D.J. (2005). *Building Academic Vocabulary*. Alexandria, VA: ASCD.

McLaughlin, M. & Overturf, B. J. (2013). *The Common Core: Teaching K-5 students to meet the Reading Standards. The Common Core: Teaching 6-12 students to meet the Reading Standards*. Newark, DE: International Reading Association.

Morsy, L., Kieffer, M., & Snow, C. (2010). *Measure for Measure: A Critical Consumers' Guide to Reading Comprehension Assessments for Adolescents*. New York, NY: Carnegie Corporation of New York.

The **National Center for Secondary Transition Technical Assistance Center**- has developed documents that incorporate transition skills and the CCSS in ELA and Mathematics -[www.nsttac.org](http://www.nsttac.org)  
National Council of Teachers of English (NCTE) this site has some wonderful lesson plans that can be used to address ELA standards of the CCSS - <http://www.readwritethink.org/>

**Power up what works** is a site that is designed to provide evidence-based instructional strategies to address the needs of students with disabilities- <http://www.powerupwhatworks.org/>

ReadWorks.org: This website is free and provides access to nonfiction passages organized by grade level, skill or strategy, and keywords. <http://www.readworks.org/>

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C.K., & Torgesen, J.K., (2007). Interventions for adolescent struggling readers: A meta-analysis with implications for practice. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Scholastic Action magazine's Differentiated Articles: This is an intervention magazine for grades 6 to 12, and the link offers differentiated articles at three Lexile levels so you can differentiate in your classroom.  
<http://action.scholastic.com/Differentiated-Articles>

Shaywitz, S. (2005). *Overcoming Dyslexia*. New York: NY: Random House.

**The Teaching Channel** is a site that has videos and lesson plans that address the CCSS ELA standards at each grade level - <https://www.teachingchannel.org/>

Tovani, C. (2004) *Do I really have to teach reading? Content Comprehension, Grades 6-12*. Portland, ME: Stenhouse.

Walker, K., Gooze, R., Torres, A., (November 2014). Connecting the Dots: Raising a Reader Builds Evidence Base For Its Parent Engagement and Early Literacy Program. Child Trends: Bethesda, MD.

Wanzek, J., Vaughn, S., Roberts, G., & Fletcher, J.M. (2011, Fall). Efficacy of a Reading Intervention for Middle School Students with Learning Disabilities. *Exceptional Children*, 73-87.

Wei, X., Blackorby, J., & Schiller, E. (2011, Fall). Growth in Reading Achievement of Students with Disabilities Ages 7 to 17. *Exceptional Children*, 89-106.

Wessling, S. B. (2011). *Supporting Students in a time of Core Standards: English Language Arts Grades 9-12*. Urbana, IL: National Council of Teachers of English.

Williamson, P., Carnahan, C.R., & Jacobs, J. A. (2012, Summer). Reading Comprehension Profiles of High-Functioning Students on the Autism Spectrum: A Grounded Theory. *Exceptional Children*. Vol.78. No.4, 449-469.

### **Mathematics**

[www.bestevidence.org/math/math\\_summary.htm](http://www.bestevidence.org/math/math_summary.htm)

Bottage, B., Ma, X., Gassaway, L., Butler, M., Toland, M. (2014, Winter) Detecting and Correcting Fraction Computation Errors. *Exceptional Children*. Vol 80 No.2. 235-255.

Courtade, G., Lingo, A., Karp, K., & Whitney, T. (2013, February). Shared Story Reading: Teaching Mathematics to Students with Moderate and Severe Disabilities. *Teaching Exceptional Children*. Vol. 45 No.3, 34-45.

Dragoo, K. (January 2013). [Mathematics Instruction for Students with Learning Disabilities: A Meta-Analysis of Instructional Components](#) . Structured abstract 84. NICHY.org

Fraser, D. W. (2013, July/August). 5 Tips for Creating Independent Activities Aligned with the Common Core State Standards. *Teaching Exceptional Children*. Vol. 45 No.6. 6-15.

Fuchs, L. Mathematics Intervention at the Secondary Prevention Level of a Multi-Tier Prevention System: Six Key Principles. Retrieved from <http://www.rtinetwork.org/essential/tieredinstruction/tier2/mathintervention>.

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/>.

**Illuminations** is a site sponsored by the National Council of Teachers of Mathematics. It has activities, games and lesson plans for grades K-12 – <http://illuminations.nctm.org/>

Jayanthi, M., Gersten, R., Baker, S. (2008). Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A guide for teachers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

**Mathematics Vision Project/ MVP** – this site will make many concepts fundamental to secondary mathematics understandable to those like me who find mathematics difficult. It has lesson plans for each of the Mathematics standards at the secondary level- <https://www.mathematicsvisionproject.org/>

The **National Center for Secondary Transition Technical Assistance Center**- has developed documents that incorporate transition skills and the CCSS in ELA and Mathematics -[www.nsttac.org](http://www.nsttac.org).

Saunders, A., Bethune, K., Spooner, F., & Browder, D. (2013, February). Solving the Common Core Equation: Teaching Mathematics CCSS to Students with Moderate and Severe Disabilities. *Teaching Exceptional Children*. Vol. 45. No. 3. 24-33.

Steedly, K., Dragoo, K., Arafah, S., & Luke, S.D. (2008). Effective Mathematics Instruction. *Evidence for Education*. Vol. 3 Issue 1. Washington, DC: NICHY.

Riccomini, P.J. & Witzel, B.S. (2010). Response to Intervention in Math. Thousand Oaks, CA: Corwin.

Saunders, A., Bethune, K., Spooner, F., & Browder, D. (2013, February). Solving the Common Core Equation: Teaching Mathematics CCSS to Students with Moderate and Severe Disabilities. *Teaching Exceptional Children*. Vol. 45. No. 3. 24-33.

Witzel, B.S., Riccomini, P.J., & Herlong, M.L. (2012). Building Number Sense Through the Common Core. Thousand Oaks, CA: Corwin.

### **Behavior: Resources**

Bays, D., Heath, A., Williams, C., & Ganz, J. (2013, February) Pardon the Interruption: Enhancing Communication Skills for Students with Intellectual Disability. *Teaching Exceptional Children*. Vol. 45. No. 3. 64-70.

Chafouleas, S. M., Sanetti, L.M.H., Kilgus, S.P. (2012, Summer). Evaluating Sensitivity to Behavioral Change Using Direct Behavior Rating Single-Item Scales. *Exceptional Children*. Vol.78, No.4. 491-505.

Coffey, J.H. & Horner, R. H. (2012,Summer). The Sustainability of Schoolwide Positive Behavior Interventions and Supports. *Exceptional Children*. Vol.78, No.4. 407-422.

Colvin, G. (2004). *Managing the Cycle of Acting-Out Behavior in the Classroom*. Eugene, OR: Behavior Associates.

Colvin, G. (2009). *Managing Noncompliance and Defiance in the Classroom: A Road Map for Teachers, Specialists, and Behavior Support Teams*. Thousand Oaks, CA: Corwin.

Colvin, G. (2010). *Defusing Disruptive Behavior in the Classroom*. Thousand Oaks, CA: Corwin.

Crone, D.A., Hawken, L.S., & Horner, R.H. (2010). *Responding to Problem Behavior*. New York: Guilford Press.

- Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C. (2010). *Prevent, Teach, Reinforce: The School-Based Model of Individualized Positive Behavior Support*. Baltimore, MD: Brookes.
- Espelage, D., Anderman, E., Brown, V.E., Jones, A., Lane, K. L., McMahon, S.D., Reddy, L.A., & Reynolds, C.R. (2013, February-March). Understanding and Preventing Violence Against Teachers: Recommendations for a National Research, Practice, and Policy Agenda. Vol. 68. No.2. 75-87.
- Gerhardt, P.F., & Crimmins, D. (2013). *Social Skills and Adaptive Behavior in Learners with Autism Spectrum Disorder*. Baltimore: Paul H. Brookes.
- Greene, R. (2009). *Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*. New York: Scribner.
- Kearney, A.J. (2008). *Understanding Applied Behavior Analysis: An Introduction to ABA for Parents, Teachers, and Other Professionals*. Philadelphia: Jessica Kingsley.
- Lane, K.L., Menzies, H.M., Oakes, W.P., & Kalberg, J.R. (2012) *Systemic Screenings of Behavior to Support Instruction: From Preschool to High School*. New York: Guilford Press
- Lane, K.L., Menzies, H. M. , Bruhn, A. L., & Crnobori, M. (2011) *Managing Challenging Behaviors in Schools: Research-Based Strategies That Work*. New York: Guilford Press.
- Rappaport, N. (2013). ADHD Medication Can Help Kids, But It Can't Fix Schools. Retrieved from <http://www.edweek.org/ew/articles/2013/02/27/22rappaport.h32.html?tkn=UMCExV0KPTS74y1L2lxQWQ%2BmioHCU60Afz5R&cmp=clp-sb-cec>.
- Riffel, L. (2011) *Positive Behavior Support at the Tertiary Level*. Thousand Oaks, CA Corwin
- Sailor, W., Dunlap, G., Sugai, G., Horner, R. eds. (2009) *Handbook of Positive Behavior Support*. New York: Springer.
- Sartini, E., Knight, V., Collinc, B. ( 2013, February). Ten Guidelines to Facilitate Social Groups for Students with Complex Special Needs. *Teaching Exceptional Children*. Vol. 45 No.3. 54-63.
- Sayeski, K., & Brown, M. (2011,September/October). Developing a Classroom Management Plan Using a Tiered Approach. *Teaching Exceptional Children*. 8-17.
- Sprick, R., (1998). *CHAMPS: A Proactive & Positive Approach to Classroom Management*. 2<sup>nd</sup> Ed. Eugene, OR: Pacific Northwest Publishing
- Sprick, R., Booher, M. & Garrison, M. (2009). *Behavioral Response to Intervention*. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R., Hinesly, M., Urbina, S. (2012, Spring and Fall). Behavior Management and Students with ASD The Same, but More. *Autism Spectrum Quarterly*. 8-10.

Steege, M. W., & Watson, S. (2009). *Conducting School-Based Functional Behavior Assessments: A Practitioner's Guide*. New York: Guilford Press

Tobin, C. E., & Simpson, R. (2012, May/June). Consequence Maps: A Novel Management Tool for Educators. *Teaching Exceptional Children*. 68-75.

Waasdorp, T.E., Bradshaw, C.P., Leaf, P.J. (2012, February). The Impact of Schoolwide Positive Behavioral Interventions and Supports on Bullying and Peer Rejection: A Randomized Controlled Effectiveness Trial. Retrieved from <http://archpedi.jamanetwork.com>.

### **Assessment Resources**

Thurlow, M.L., Moen, R.E., Liu, K.K., Scullin, S., Hausmann, K.E., & Shyyan, V. (2009). *Disabilities and reading: understanding the effects of disabilities and their relationship of reading instruction and assessment*. Minneapolis, MN: University of Minnesota, Partnership for Accessible Reading Assessment.

Better Evidence-based Education: Assessment. (2012, Spring). Center for Research and Reform in Education, Johns Hopkins University and Institute for Effective Education, University of York.

[www.progressmonitoring.org](http://www.progressmonitoring.org) Research Institute on Progress Monitoring

<http://www.edcheckup.com/> Ed checkup

<http://aimsweb.com/> AIMS web

<http://studentprogress.org/> National Center on Student Progress Monitoring

### **General Intervention Resources**

[www.interventioncentral.com](http://www.interventioncentral.com) – Intervention Central- Click on Resources to locate information on RTI, Assessment/Progress Monitoring, Reading Literacy Language Arts, Math and Behavior and Classroom Management

[www.whatworks.ed.gov](http://www.whatworks.ed.gov) – What Works Clearinghouse

Non-Researcher's Guide to Evidence-Based Program Evaluation  
([http://www.nrepp.samhsa.gov/Courses/ProgramEvaluation/NREPP\\_0401\\_0010.html](http://www.nrepp.samhsa.gov/Courses/ProgramEvaluation/NREPP_0401_0010.html))  
--has been added to NREPP's Learning Center  
(<http://www.nrepp.samhsa.gov/LearnLanding.aspx>)

Sprick, R., Knight, J., Reinke, W., Skyles, T., Barnes, L. (2010). *Coaching Classroom Management: Strategies & Tools for Administrators and Coaches*. Eugene, OR: Pacific Northwest Publishing.