

References

- Kellam, S.G., Mayer, L.S., Rebok, G.W., & Hawkins, W.E. (1998). The effects of improving achievement on aggressive behavior and of improving aggressive behavior on achievement through two prevention interventions: An investigation of causal paths. In B. Dohrenwend (Ed.), *Adversity, stress, and psychopathology*, pp. 486-505. Oxford: Oxford University Press.
- Marston, D., Muyskens, P., Lau, M., & Canter, A. (2003). Problem-solving model for decision-making with high-incidence disabilities: The Minneapolis experience. *Learning Disabilities Research & Practice, 18*(3), 187-200.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. President's Commission on Excellence in Special Education (2002, July). *A new era: Revitalizing special education for children and their families*. Retrieved August 29, 2005, from http://www.ed.gov/inits/commissionsboards/whspeiaeducation/reports/images/Pres_Rep.pdf
- O'Connor, R. E., Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities, 38*(6), 532-538.
- Tilly, W.D. (2003, December). *How many tiers are needed for successful prevention and early intervention?: Heartland Area Education Agency's evolution from four to three tiers*. Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.
- Torgesen, J.K. (2005, August). *Two years of Data from Reading First Schools: What we have achieved and what remains to be done*. Presented at the Coach's Training Conference, Orlando, FL.
- Torgesen, J. K., Alexander, A. W., Wagner, R. K., Rashotte, C. A., Voeller, K. K. S., & Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities, 34*(1), 33-58.
- VanDerHeyden, A.M., & Jimerson, S.R. (2005). Using response to intervention to enhance outcomes for children. *The California School Psychologist, 10*, 21-32.
- VanDerHeyden, A.M., Witt, J.C., & Gilbertson, D. (2005). *Effect of a problem-solving model (STEEP) on accurate identification of children*. Manuscript submitted for publication.
- VanDerHeyden, A. M., Witt, J. C., & Naquin, G. (2003). Development and validation of a process for screening referrals to special education. *School Psychology Review, 32*, 204-227.