

PowerPoint

Citations

Summer 2006

- Adams, M., Foorman, B., Lundberg, I., and Beeler, T. (1996). *Phonemic awareness in* young children. Baltimore, MD: Brookes Publishing Co.
- Bridges, W. (2001). *The way of transition: Embracing life's most difficult moments*. Perseus Publishing: New York, NY.
- Bridges, W. (2003). *Managing transitions: Making the most of change*. DaCapo Press: Cambridge, MA.
- Deshler, D.D. & Deshler, R.T., (in press).
 Organizational design strategies for
 restructuring schools. In Deshler, D.D.,
 Palincsar, A., Biancarosa, G., & Nair, M.
 (Eds). Strategies for enhancing adolescent
 literacy. Washington, DC: International
 Reading Association.
- Ehren, B. (2005, July). Bringing about and sustaining change in schools. Panel presentation at 2005 International Strategic Instruction Model (SIM) Conference, Lawrence, KS.
- Fuchs, D., Fuchs, L., Compton, D., &
 Bryant, J. (2005, April), Responsiveness to
 intervention: A new method of identifying
 students with disabilities. Paper presented
 at the annual meeting of the Council for
 Exceptional Children in Baltimore, MD.
- Fuchs, L.S., & Fuchs, D. (1998). Treatment validity: A unifying concept for reconceptualizing the identification of learning disabilities. *Learning Disabilities Research* and *Practice*, 13(4), 204-219.

- Good, R.H. III, Simmons, D.C., & Kame'enui, E.J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third grade high-stakes outcomes. *Scientific Studies of Reading*, 5(3), 257-288.
- Kame'enui, E.J., & Simmons, D.C. (2000). Planning and evaluation tool for effective schoolwide reading programs. Institute for the Development of Educational Achievement, College of Education, University of Oregon. Eugene: University of Oregon.
- McDonnell, L.M. & Elmore, R.F. (1987). Getting the job done: Alternative policy instruments. *Educational Evaluation and Policy Analysis*, *9*(2), 133-152.
- Reid, W. (1987). Institutions and practices: Professional education reports and the language of reform. *Educational Researcher*, *16*(8), 10-15.
- Schuele, C.M., & Dayton, N.D. (2000). Intensive phonological awareness program. Nashville, TN. For more information, email ipaprogram@hotmail.com.
- Vellutino, F., Scanlon, D., Sipay, E., Small, S., Pratt, A., Chen, R., & Denckla, M. (1996). Cognitive profiles of difficult-to-remediate and readily remediated poor readers: Early intervention as a vehicle for distinguishing between cognitive and experiential deficits as basic causes of specific reading disability. *Journal of Educational Psychology*, 88(4), 601-638.