Web Readings Organized by Chapter of *Interdisciplinary Frameworks for Schools*
Chapter 1 Introduction to Interdisciplinary Frameworks

Evolutionary Education


Lessons from Finland

**Alternative to Teaching the Test**


**Pre-service Training in Basic Science Foundations**


**Basic Science Foundations in Educational Psychology of Learning and Instruction**


**Basic Science Foundations in Developmental Science**


Basic Science Foundations in Linguistics


Basic Science Foundations in Genetics


**Basic Science Foundations in Neuroscience**


Chapter 2

Using the Interdisciplinary Frameworks

(also see Readings for Chapter 6)

Bridging General and Special Education


Branching Diagnosis for Linking Assessment-Instruction


Teacher-Psychologist Partnerships


Home-School Relationships


Evidence-Based School Psychology-Teacher-Administration Partnerships


Evidence-Based Problem Solving Consultation and Collaboration

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**Developmental Pediatrician’s Comprehensive, Cross-Disciplinary Model**


**Prevention of Mental Health Problems**


**Grade Retention Research and Policy**

NASP grade retention statement

[www.nasponline.org/communications/spawareness/Grade%20Retention.pdf](http://www.nasponline.org/communications/spawareness/Grade%20Retention.pdf)

**School Crisis Prevention and Intervention and Safety Issues**


Conceptual Framework for Individuals Interacting with Social Systems


This seminal volume covers five environmental systems with which an individual interacts: the *microsystem* (with includes the individual’s biological systems and family, school, peers, neighborhood), *mesosystem* (relationships between microsystems and connections to immediate social contexts in microsystem), *exosystem* (links between immediate social contexts and non-immediate social contexts), *macrosystem* (cultural contexts), and *chronosystem* (patternning of environmental events and transitions over one’s life course).

Research Design


Transformation Science: Translating Instructional Research into Teaching Practice


**Evaluating Evidence for Individuals’ Response to Instruction and Behavioral Interventions**


**Common Core Standards and World of Work**


**Interdisciplinary Conceptual Frameworks**


**Problem Solving Consultation Teams: Implementing and Evaluating Effectiveness**


**Crisis Prevention and Intervention Teams**


**Peer Assisted Learning**

Chapter 3

High Stakes Tests


Comprehensive Assessment


Test Construction Process


Disabilities Related to Accuracy and Rate and to Rate Only


Differences among Rate, Automaticity, and Fluency


**Curriculum-Based Measures (CBM) or Curriculum-Based Assessment (CBA)**


**National Panel of Single-Subject Design in 2009**


**Applied Behavioral Analysis**


**Cross-Battery Assessment**


**Evaluating Change from Baseline at Beginning of School Year to End of School Year**


**Curriculum Committees**


Grouping for Differentiated Instruction including Walk-Abouts


Support for Teachers


Classrooms Systems


Professional Development
McKeown, M. G., & Beck, I. L. (2004). Transforming knowledge into professional development resources: Six teachers implement a model of teaching for understanding text. 

*Elementary School Journal, 104, 391-408.*

**Instructional Coaching**


Longmont, CO: Sopris West.


*Reading Teacher, 60, 690-693.*

**Role of Teacher Knowledge Beyond Fidelity of Treatment Implementation**


**School Practitioner Participation in Research on Early Literacy**

Lemos-Britton, Z. & Mostafapour, E. (1997). *Spanish phonological awareness and training for ESL students (SPATT).* In addition, she co-authored four published peer reviewed articles on early literacy learning.


Chapter 4

Early Childhood and Transition to Schooling


**General Early Learning**


**Reaching Out to Parents**


**Executive Functions**


**Teacher-Student Relationships and Interactions**


**Social Skills in the Classroom and Playground**


**Teaching the Moving Child**


**Early Writing and Reading-Writing Development**
Berninger, V., & Chanquoy, L. (2012). What writing is and how it changes across early and
middle childhood development: A multidisciplinary perspective. In E. Grigorenko, E.
Mambrino, & D. Preiss (Eds.), Writing: A mosaic of perspectives and views (Ch. 5, pp.

educators creating optimal learning environments for ALL students. Journal of Learning
Disabilities, 37, 500-508.

Traweek, D. (June, 1993) Teacher and learner variables in early literacy instruction: Treatment,
evaluation and ethnographic studies. Unpublished dissertation. University of
Washington.


**Pattern Abstraction in Spoken and Written Words, Sensory/Perceptual Input and Motor
Output Units, Linguistic Analysis and Mapping across Spoken and Written Words
Abstracted Patterns in Words (Identity, Positions, and Sequence of Elements)**

1. **Orthotactics**
      in normal and disabled readers. Journal of Experimental and Child Psychology,
      33, 74-86.

2. **Phonotactics.**
      phonemes in English syllables. Journal of Memory and Language, 37, 295-311.

3. **Orthotactics and Phonotactics in Early Reading**

**Subword Units in Heard and Spoken Words**

1. **Single Syllables** (phonetic pattern across syllable—continuous vowel and segmental consonant)

2. **Syllable with onset-rime unit**

3. **Multiple Syllables**—stress patterns and intonation (musical melody)
a. Subword Units in Words Analyzed for Sound-Spelling Mapping and Intonation of Production


**Metalinguistic Units for Mapping Sounds, Spellings, and Morphemes**

1. Phonemes that correspond to graphemes (one or more letters) in alphabetic principle

2. Morphemes with and without Phonological Shifts in base word when suffix added

**Multiple Mappings (Connections between Spoken and Words) Applied Flexibly**


**Early Reading and Oral Language Instruction**


**Early Bilingual Instruction in Reading**


**Early Vocabulary Instruction**


**Oral Reading in Early Grades**

**Early Writing Instruction**


**Teaching Vocabulary Beyond the Beginning Elementary Grades**


Teaching Reading Comprehension Beyond the Beginning Elementary Grades


**Teaching Reading to Bilingual Students**


DeVillar (Eds.). *The power of two languages: Effective dual-language use across the curriculum for academic success* (pp.54-65). NY: McGraw-Hill.

**Differentiated Reading Instruction**


**Response to Reading Instruction**


**Instruction**


**Educational Technology and Assistive Technology**


Math Development and Instruction


**Social Studies Instruction**


Reflections on teaching for historical understanding in an inclusive fifth-grade classroom.
In T. E. Scruggs & M. A. Mastropieri (Eds.), *Advances in learning and behavioral


**Science Instruction**

Positive Behavioral Supports


A. Turnbull (Eds.), *National goals and research for people with intellectual and developmental disabilities* (pp. 93-107). Washington, DC: American Association on Mental Retardation.


**Family Coping Styles for Disasters**


**Grief Counseling**

Chapter 5

Middle Childhood


Research on Vocabulary and Morphology Instruction


**Reading Instruction**


**Book Clubs and Literature Study Groups**


**Writing Instruction**


**Social Studies and History Instruction**


**Math Instruction**


The Buckminster Fuller Institute, 181 N 11th Street, Suite 402, Brooklyn, NY 11211

contact@bfi.org


Science Instruction


Grief Counseling

Chapter 6

Common Core Standards, Common Sense, and World of Work


Adolescence


Positive Behavioral Support for Adolescents

Research on Teaching Vocabulary and Morphology to Adolescents


**Teaching Reading and Writing to Adolescents**


Christensen, C., & Wauchope, M. (2009). Whole school literacy: Using research to create programs that build universal high levels of literate competence. In Rosenfield, S., &


**Bilingual Vocabulary Learning**


**Research on Teaching Reading to Adolescents**


Christensen, C., & Wauchope, M. (2009). Whole school literacy: Using research to create programs that build universal high levels of literate competence. In Rosenfield, S., &


**Math Instruction**


**Teacher-University Partnerships for Raising Math Achievement and Access**


**Social Studies Instruction**


**Science Instruction**


**Teacher-Student Relationships**


**Grouping for Differentiated Instruction**


**Grief Counseling**

Chapter 7

Genetics Primer


General Reference Neurolinguistic Disabilities


Brain Bases of Conceptual Frameworks
See listings for Integration of Computer Science and Neural Science, Integration of Cognitive Science and Neuroscience, Neuroscience and Educational Neuroscience and Program for the International Meeting on Systems Biology, April 1-15, 2013, Seattle.

**Integration of Computer Science and Neural Science**


**Integration of Cognitive Science and Neuroscience**


**Neuroscience and Educational Neuroscience**


**Brain Rhythms and Mind Blinking**


**Typically Developing Brain**


**Listening Brain**


**Speaking Brain**


**Reading Brain**


**Math Brain**


**Writing Brain**


93-123. *Journal of Writing Research*. Download the pdf from year 2 volumes of this open access peer reviewed journal at the [JOWR-website](#).

**Endophenotypes (Gene-Brain Relationships)**


**Integrated Encyclopedia of DNA Elements in Human Genome**

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**Emergence of Mind**

Finley, B. L. (2005). Rethinking developmental neurobiology. In M. Tomasello & D. I. Slobin
(Eds.), *Beyond nature-nurture: Essays in honor of Elizabeth Bates* (pp. 195-218).
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**Maturation Depends on Nature-Nurture Interactions**


**Nature-Nurture Interactions in Language Learning**

Byrne, B., Coventry, W., Olson, R., Samuelsson, S., Corley, R., Willcutt, E. et al. (2009).
Genetic and environmental influences on aspects of literacy and language in early
childhood: Continuity and change from preschool to Grade 2. *Journal of Neurolinguistics, 22*, 219-236.


Sex-Related Nature-Nurture Interactions


Chapter 8

Developmental Domains and Developmental Disabilities and Talents

Gifted and Talented (Cognitively and in Other Domains)


Twice Exceptional


Cultural and Linguistic Issues in Developmental Disabilities


**Diagnosing Developmental Disabilities**


Teaching Students with Developmental Disabilities


Positive Behavioral Support for Developmental Disabilities


SENSORY AND MOTOR DEVELOPMENT AND DISORDERS

Occupational and Physical Therapists (OTs/PTs)

Overview of Evidence-Based OT/PT Assessment and Intervention


Case-Smith, J. (2004). Continuing competence and evidence-based practice. OT Practice. Columbus, OH.

Case-Smith, J. (2005). Using client outcome data to guide your professional development. OT Practice. Columbus, OH.


Case-Smith, J. (2006). *Self-directed learning opportunities for occupational therapy practitioners working in early childhood*. Columbus, OH.


**OT/PT Assessment and Treatment of Handwriting**


**OT Play Assessment**


**Carpal Tunnel Syndrome**


**Cerebral Palsy**


Cross-Disciplinary Collaboration


**SPEECH AND LANGUAGE DEVELOPMENT AND DISORDERS**

Speech and Language Therapists (SLPs)

1. **Overview**
   
   
   
   
   
   
   f. Kamhi, J. Masterson, & K Apel (Eds.), *Clinical decision making in developmental language disorders*. Baltimore, MD: Brookes.
   


Dimensions of individual differences in communication skills among primary


2. **Word-Level (Lexical) Skills**


3. **Syntax-Level Skills**


4. **Text-Level Skills**


5. **Classroom Assessment of and Intervention for Language Skills**


**Reaching Out to Parents**


2. **Evidence-Based Tools for Assessment and Instruction and Treatment for Language**

3. Bilingual, Dialectal, and Cultural Issues


Performances of elementary African American students on the Gray Oral


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COGNITIVE DEVELOPMENT AND DISORDERS--Psychologists


SOCIAL EMOTIONAL DEVELOPMENT AND DISORDERS—Psychologists


ATTENTION AND EXECUTIVE FUNCTION DEVELOPMENT AND DISORDERS—Psychologists and Physicians

Assessing and Understanding ADHD and Executive Function Disorders


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**Treating ADHD Teachers, Parents, Psychologists, and Physicians**


**Coexisting Conditions**


Tridas, E. Q, M.D. DIAGNOSING COEXISTING CONDITIONS IN LEARNING PROBLEMS

Children who experience learning challenges often demonstrate other problems, too.

**Epidemiology**


**Sex Abuse**

Chapter 9

Approaches to Diagnosing and Understanding Specific Learning Disabilities


**Working Memory and Specific Learning Disabilities in Reading, Writing, and Math**


Swanson, H. L. (2006). Working memory and reading disabilities: Both phonological and
executive processing deficits are important. In T. Alloway, & S. Gathercole (Eds.),

*Working memory and neurodevelopmental conditions* (pp. 59-88). London: Psychology

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word recognition, and reading comprehension in learning disabled readers: Does the
executive system have a role? *Intelligence, 28*, 1-30.

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and mathematical problem solving in children at risk and not at risk for serious math
difficulties. *Journal of Educational Psychology, 96*, 471-491.

Swanson, H. L., & Berninger, V. (1995). The role of working memory in skilled and less skilled
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Swanson, H.L., Cooney, J.B., & Brock, S. (1993). The influence of working memory and
classification ability on children's word problem solution. *Journal of Experimental Child
Psychology, 55*, 374-395.


References for Research Supporting Instructionally Relevant, Differential Diagnosis of Dysgraphia, Dyslexia, and OWL LD


Educating Parents about Learning Disabilities


Attention


Bilingual Issues in Assessing Learning Disabilities


Epidemiology of Specific Learning Disabilities


Genetic Bases of Specific Learning Disabilities


Teaching Students with Learning Disabilities in Written Language


**Learning Disabilities in Math**


**Coexisting Conditions**


Tridas, E. Q, M.D. DIAGNOSING COEXISTING CONDITIONS IN LEARNING PROBLEMS

Children who experience learning challenges often demonstrate other problems, too.


Neuropsychological analyses of comorbidity between reading disability and attention deficit hyperactivity disorder: in search of the common deficit. *Developmental Neuropsychology, 27*, 35-78.
Chapter 10

GENERAL REFERENCES


NEUROGENETIC DISORDERS

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   ADOS-2 Toddler Module


2. **Lesch-Nyhan Syndrome**

3. **Sex Chromosome Anomalies**

4. **Turner’s Syndrome**

5. **Down Syndrome**

6. **Chromosome 18 Deletions**


7. **Tourette’s Syndrome**


8. **Neurofibromatosis**


9. **Spina Bifida**


10. **Seizure Disorders**


Chapter 11

Brain-Related Medical Disorders and Other Health Conditions

ACQUIRED DISORDERS

1. Head Injury


2. Stroke


3. Spinal Cord Injury


4. Lead Poisoning
a. The primary NIH organization for research on Lead Poisoning is the National Institute of Environmental Health Sciences. For pdfs for educators for disseminating research findings, see www.nlm.nih.gov/medlineplus/leadpoisoning.html

5. Brain Tumors


6. Substance-Related Disorders


**General References**


**Interdisciplinary Collaborations between Psychology and Medicine**


*Psychology in the Schools*, 47, 246-256.


**Prevention of Health and Mental Health Problems**


**Toxins including Pesticides and Lead Exposure**


**Medical/Health Conditions**

**Chronic Illnesses in Children and Youth**


review. Pediatric Diabetes, 12, 63-70.

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functioning among children with type 1 diabetes mellitus: The influence of 
school: A comparison of patients and healthy siblings. Pediatric Diabetes, 10, 
554-562.
decisions: Health-related service considerations for school psychologists. 
Psychology in the Schools, 47, 803-816.
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Inattention, hyperactivity-impulsivity, academic skills, and psychopathology in 
boys with and without haemophilia. Haemophilia, 15, 701-706.
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b. **Child Survivors of Cancer**

4. **HIV/AIDS**

5. **Inflammatory Bowel Disease**

6. **Pain Management**


**Relationship between Language and Behavioral Problems**


**Psychiatric Disorders**


Power, T., Blum, N., Guevara, J., Jones, H. Leslie, L. (2013): Coordinating mental health care across primary care and schools: ADHD as a case example, Advances in School Mental Health Promotion, 6,168-80 To link to this article: http://dx.doi.org/10.1080/1754730X.2013.749089

1. **Bipolar Disorder**

2. **Helping Traumatized Children**
Chapter 12

Educating Educational Professionals and Students about Diversity

Translating Multicultural Understanding into Best Educational Practices


Multicultural


doi:10.1080/00223891.2011.608762

**African Americans, African-Africans, and Caribbean Africans**


**Asian Americans**


**Hispanics**


**India and Middle East**


**Native Americans**


**Pacific Islanders**


**White Europeans**


**Biracial Children and Youth**


**Linguistic Diversity**


**Cultural and Linguistic Diversity and Developmental Differences**


**Homelessness**

National Health Care for the Homeless Council, Inc. *PO Box 60427, Nashville, TN 37206*


**Educating Students in Poverty**


The work of this Nobel Laureate economist is being widely cited in government now with respect to the President's early learning initiative, he has done a lot of work on the cost benefit analysis of early childhood programming.


This Executive Summary and the corresponding Research Brief were funded by the Council of Chief State School Officers (CCSSO).


Multicultural Differences in Academic Learning


Chapter 13

Neuropsychology Perspectives in Hospital Setting Working Closely with Schools


Chapter 14
Legal Advocacy on Behalf of School-Age Children and Youth

Federal Laws for Physical and Developmental Disabilities, Vocational Education, Special Health Needs


Educational Implications and Applications of Special Education Law


Law and Children’s Rights


Brown, S.E. (in progress, 2012). “Medical and legal collaborations in advocating for the right to health for children in developing countries.”

Helping Traumatized Children

Chapter 15

Legal Advocacy on Behalf of Families with School-Age Children and Youth

Dr. Andy Benjamin’s Books Published by APA Press

*Law and Mental Health Professionals (1995,1998)*

*Family Evaluation in Custody Litigation: Reducing Risks of Ethical Infractions and Malpractice (2003)*

The Duty to Protect: Ethical, Legal, and Professional Considerations for Mental Health Professionals (2009)

**Professional Standards**


**Ethics**


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**Ethics and Law**


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Children’s Mental Health Needs, Disparities and School Based Services: A Fact Sheet at

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