Resources Organized by Chapter of *Interdisciplinary Frameworks for Schools*

Chapter 1

1. Role of Critical Thinking in 21st Century Education

   [http://www.thinkwatson.com](http://www.thinkwatson.com)
Chapter 2

LAUSD STRIVE/STP and Documentation of Need

1. Contact Ruben Carranza, LAUSD, ruben.carranza@lausd.net, for more information on the SRIVE/STP program for successful transition of incarcerated youth to completion of their education.


Harriet Lange Clinic

1. “The Harriet Lane Home, a Model and a Gem,” CD by Edwards A. Park, John W. Littlefield, Henry M. Seidel, and Lawrence S. Wissou, which can be requested from the Department of Pediatrics, School of Medicine, Johns Hopkins University, Baltimore, MD.

2. Further information about the Harriet Lane Clinic can be obtained from either Dr. Cheng or Dr. Solomon:
   a. Tina L. Cheng, M.D., M.P.H., Division Chief, General Pediatrician & Adolescent Medicine, Johns Hopkins University, and Professor of Pediatrics and Public Health Harriet Lane Clinic, Johns Hopkins Children’s Center, David M. Rubenstein Child Health Building, Room 2055 200 N. Wolfe Stree, Baltimore, MD. 21287, techeng2@jhml.edu 410 614 3862
   b. Barry Solomon, M.D., M.P.H, Associate Professor of Pediatrics, Division of General Pediatrics and Adolescent Medicine Medical Director, Harriet Lane Clinic, 200 N. Wolfe St. Room 2074, Baltimore, MD. 21287 bsolomon@jhmi.edu 410 614 8438

Classroom Economies
1. MicroSociety at Talbot Hill Renton Schools. Coordinator Sally Boni  
sally.boni@rentonschools.us
   a. Talbot Hill's MicroSociety Program simulates a functioning community, with
      student-run businesses and services. All students at Talbot are part of our
      MicroSociety program. Together, they run businesses, banks, a marketplace, and a
      government with branches for taxation, licensing, and dispute resolution. Each
      student earns "cool cash," which can be used to purchase student-made goods at the
      marketplace. This model is based on the MicroSociety® program, used in hundreds
      of school nation-wide. Students have a chance to practice everything they learn in the
      classroom during their MicroSociety activities. Reading, math, language, social
      studies, and technology become practical tools, rather than abstract concepts.
      MicroSociety has significance beyond the teaching of basic skills. Running a business
      teaches the consequences of behavior: students learn they must work in order to be
      paid, cooperate in order to get a job done, and plan ahead. From the student-written
      laws to the mediation and court process for enforcing the laws, students learn that
      they have the power to make a difference in their world.
   b. Talbot Hill's MicroSociety Program is affiliated with the MicroSociety® Program.
      The MicroSociety® Program is a non-profit organization that provides support,
      training and technical assistance as well as networking opportunities to schools and
      teachers implementing the MicroSociety® Program. For more information about the
      MicroSociety® Program, see their web page at http://www.microsociety.org. (This
      page will open in a separate window.)
2. Harlan R. Day, Ph.D., Council for Economic Education. (2006, Jan 1). The Classroom Mini-
      Economy: Integrating Economics into the Elementary and Middle School Curriculum.
      Council for Economic Education. Council for Economic Education.
      a. This nuts-and-bolts teacher's guide has all the tools and resources you need to create a
         functioning economy right inside your classroom. At the end of this comprehensive
         simulation, your students will have a thorough understanding of our economy.
      b. My Classroom Economy K-1, 2-3, 4-5, 6, 7-8, 9-10, 11-12 (2011-2012) The
         Vanguard Group
Children earn a “paycheck” by taking on classroom jobs and learn financial responsibility.

National Board for Professional Teaching Standards and Five Core Propositions


2.  Common Core Standards
      The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn.

3.  Need for More Developmental Science in Teacher Preparation Programs
      [http://www.edweek.org/ew/articles/2010/10/05/07develop.h30.html](http://www.edweek.org/ew/articles/2010/10/05/07develop.h30.html) Cached

Resources for Translational Science

1. **Contact DEAN LEE FIXSEN, Ph.D.** Senior Scientist and Co-Director
   National Implementation Research Network
   FPG Child Development Institute University of North Carolina at Chapel Hill
   CB#8040 UNC-Chapel Hill
   Chapel Hill, NC  27599-8040
   fixsen@mail.fpg.unc.edu
Chapter 3
Interdisciplinary Applications of Tests and Assessments to 21st Century Education
Evaluating Reliability and Validity of Tests and Assessment Tools

1. Buros Center for Testing is an independent, nonprofit organization whose mission is to improve the science and practice of testing and assessment. The Buros Center for Testing is an independent organization within the University of Nebraska – Lincoln that shares its expertise in assessment-related endeavors as a premier test review center, and provider of outreach efforts related to mission to improve testing, assessment, and measurement practices through consultation and education, with special emphases in psychology and education. For further information contact:
   University of Nebraska–Lincoln
   21 Teachers College Hall
   Lincoln, NE 68588-0348
   (402) 472-6203
   Rasma Strautkalns

2. The cornerstone of the Buros Institute's publishing activities is the Mental Measurements Yearbook (MMY) series. The MMY includes timely, consumer-oriented test reviews of tests published in English, providing evaluative information to promote and encourage informed test selection. Typical MMY test entries include descriptive information, one or two professional reviews, and reviewer references. Beginning in The Fourteenth Mental Measurements Yearbook, tests also must provide sufficient documentation supporting their technical quality to meet criteria for review. Beginning with the Fourteenth Mental Measurements Yearbook, volumes in the MMY series are produced every two years.

Review 360 Behavioral Program Assists in Classroom Behavioral Management and Reduction in Suspensions and Bullying

1. http://r360.psiwaresolutions.com
Chapter 4
Tailoring Curriculum and Assessment-Instruction for Early Childhood

General Early Learning
   a. Reggio Emila (Italy) Approach:
      http://www.reggioemiliaapproach.net/about.php/
   b. Reggio Emilie is an approach to education that is committed to the creation of a learning environment that will enhance and facility children’s construction of his or her own powers of thinking through the combination of expressive, communicative, and cognitive languages.
2. Ready Web: A resource for Parents and Educators (University of Illinois at Urbana-Champaign). An electronic collection of resources on school readiness.
   http://readyweb.crc.uiuc.edu/index.html
2. Human Early Learning Partnership (HELP)
   a. A collaborative, interdisciplinary research network based out of the University of British Columbia. Research focus explores how different environments and experiences contribute to inequities in children’s development.
   www.earlylearning.ubc.ca

Teaching Bilingual Children in Early Childhood
1. Website for Center for Head Start on Cultural and Linguistic Responsiveness houses the multicultural principles, and other information about working with young dual language learners and their families.
   http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic

Evidence-Based Instructional Materials for Early Oral Language, Reading, Writing, and Math
1. Oral and Written Word-Level Vocabulary and Text-Level Comprehension


Link: [http://www.guilford.com/p/cain](http://www.guilford.com/p/cain)


2. **Instructional Materials for Oral Reading and Word and Sentence Writing**


3. **Oral Reading Fluency Linked to Vocabulary and Reading Comprehension**


   [http://www.quickreads.org/](http://www.quickreads.org/)

4. **Linking Vocabulary, Reading, and Spelling**


5. **Levels of Language Approach to Reading and Writing**

6. **Sound Games**

7. **Looking Games**

8. **Oral Decoding**
   b. Starfall. [http://www.starfall.com/](http://www.starfall.com/) This is an interactive website to promote early decoding skills.

**MTSS RTI incorporating language and communication and continuum of intervention supports designed to support students' mastery of standards**

   a. Differentiated (Tier 1) - All students (core instruction)
   b. Supplemental (Tier 2) - Small group
   c. Intensive (Tier 3) - Very small group or individual intervention
   d. Addresses academic and communication skill needs through an integrated intervention design

1. **Handwriting Instruction**
   b. Slingerland®Institute for Literacy see [www.slingerland.org](http://www.slingerland.org)
   c. The Zaner-Bloser Handwriting Program provides instruction materials by grade, pre-K to grade 6. [www.zanerbloser.com/fresh/handwriting-overview.html](http://www.zanerbloser.com/fresh/handwriting-overview.html)

2. **Handwriting and Links to Word and Text Skills**


3. **Spelling Instruction**


   e. The Zaner-Bloser Spelling Program provides instruction materials by grade, pre-K to grade 6. [www.zanerbloser.com/fresh/spelling-overview.html](http://www.zanerbloser.com/fresh/spelling-overview.html)

4. **Writing Instruction**
      Link: [http://www.guilford.com/p/troia](http://www.guilford.com/p/troia)

5. **Math Instruction**

*A partnership of the National Center for Children in Poverty, the Inter-university Consortium for Political and Social Research, the Child Care Bureau, and the Office of Planning, Research, and Evaluation*

[gse.buffalo.edu/org/conference/ConfWritings2/Greenes.pdf](http://gse.buffalo.edu/org/conference/ConfWritings2/Greenes.pdf)


**Criterion-Referenced Informal Reading Inventories for Identifying Instructional Levels**


2. Woods, M. L., & Moe, A. (2003). *Analytical reading inventory* [7th ed.]. Upper Saddle River, NJ: Merrill/Prentice Hall. This inventory can be used with students in 1st –9th grade and includes three narrative forms, one social studies form, and one science form.

**Bilingual Literacy Development**


   Link: [http://www.guilford.com/p/durgunoglu](http://www.guilford.com/p/durgunoglu)


   Link: [http://www.guilford.com/p/shatz](http://www.guilford.com/p/shatz)

**Language Disorders**


   Link: [http://www.guilford.com/p/mody](http://www.guilford.com/p/mody)

**Neglected Level of Language in Teaching**


**Science Instruction**

1. teachscience.org
Representative, not Exhaustive Norm-Referenced Measures of Oral Language, Reading, Writing, and Math Skills for Branching Diagnosis and Assessing Response to Instruction
(use for team’s problem solving consultation, classroom observations, and teacher interviews—see Interdisciplinary Frameworks Text and PAL II CD Manual)

**AURAL/ORAL LANGUAGE**

1. *Oral Vocabulary*
   

2. *Aural-Oral Syntax*
   

3. *Aural-Oral Text Comprehension*
   

4. *Pragmatics*
   

**READING**

**ORAL WORD IDENTIFICATION and DECODING**

1. *Accuracy*
   
   
   

2. *Reading Single Real Words without Context Clues Automaticity/Rate*


3. **Reading Pseudowords Accuracy**
   a. *Word Attack* subtest in WJ3
   b. *Nonword Reading* in KTEA2
   c. *Pseudoword Reading* in WIAT3

4. **Reading Pseudowords Automaticity/Rate**
   a. *Phonemic Reading Efficiency* subtest in TOWRE2
   b. *Nonword Reading Rate* in KTEA2
   c. *Pseudoword Reading* in PAL2 RW

5. **Oral Reading Connected Text**
   b. National Assessment of Educational Practice (NAEP) ratings for fluency

**READING COMPREHENSION**

1. **Reading Comprehension—Words, Morphology, and Syntax in Sentences**
   a. Sentence Sense Accuracy and Fluency and Does It Fit? in PAL 2 RW

2. **Reading Comprehension—Text Accuracy**
   a. Passage Comprehension in WJ 3 (cloze procedure)
   b. Reading Comprehension in WIAT3 (answer questions about text)

3. **Reading Vocabulary Meaning—Word Level and Reading Comprehension—Text Level**

**SILENT READING**

1. Silent rate of detecting word boundaries—with and without context.

2. *Silent reading comprehension of content*.

3. *Silent reading comprehension integrating word identification and sentence syntax*.

**AUTOMATIC NAMING OR WRITING OF LETTERS**

1. *Letter Naming*
   b. Rapid Automatic Naming of Single Letters, Letter Groups, and Words in PAL 2 RW.

2. *Letter Writing*
   a. Alphabet Writing Task—scored for number of legible letters in alphabetic order in first 15 seconds

**LEGIBILITY AND SPEED OF HANDWRITING**

1. Total number of legible letters or total time on a curriculum based or normed measure

**SUSTAINED HANDWRITING**

1. *Sustained Legibility of Handwriting* (FASTEST AND BEST Writing--Printing or Cursive on Copy Task)
   b. Copy Task PAL 2 RW

**SPELLING**

1. *Spelling Sounds* in WJ3 Suppplementary Battery; assessed alphabetic principle in the spelling direction and phonotactics
2. *Spelling* on WIAT3 (spelling real words from dictation with word pronounced without and with sentence context for clues for meaning)

3. *Word Choice* in PAL2 RW Recognizing Word-Specific Spelling without Handwriting Requirements—Accuracy and Rate


**COMPOSING**

1. *Composing—Word Finding*
   a. *Word Fluency* in WIAT3

2. *Composing—Sentences*
   a. *Sentence Combining* subtest in WIAT 3
   b. *Writing Fluency* subtest in WJ3

3. *Composing--texts*
   a. *Narrative prompts* for length and fluency (and handwriting and spelling during composing) in WIAT 2 RW
   b. *Note taking and expository writing* in WIAT 2 RW
   c. *Written Expression* subtest with cross-genre writing activities in KTEA2

**MATH**

1. *Math Concepts-Counting*

2. *Math Concepts-Place Value*
   a. Oral, written, and problem response written for Place-Value subtests in PAL2 M.

3. *Math Concepts—Part-Whole*
   a. *Part-Whole Concepts* subtest in PAL2 M.

4. *Developmental Math Concepts*

5. *Math-Writing*
   a. *Numeral Writing* subtest in PAL2 M.
b. *Look and Write*—Addition, Subtraction, and Switching Addition and Subtraction Facts—in PAL 2 M.

6. **Math Calculation**
   a. *Math Calculation* subtest in *WJ3*.
   d. *Operations* in Key Math 3.
   e. *Computation Operations* subtest in PAL2 M.

7. **Math Problem Solving**
   d. *Applications* in Key Math3
   e. *Multi-Step Problem Solving* subtest in PAL2 M.

8. **Math Self-Monitoring**
   a. Finding the Bug subtest in PAL2 M.

**ASSESSING SELF-REGULATION OF ATTENTION AND BEHAVIOR**

Chapter 5
Tailoring Curriculum and Assessment-Instruction for Middle Childhood

Instructional Resources for Word Reading and Spelling

Comprehensive Reading Instruction for Middle School Students

Word Frequency for Spelling in Writing

Word Frequency for Oral Language and Reading

Criterion-Referenced Informal Reading Inventories for Identifying Instructional Levels
2. Woods, M. L., & Moe, A. (2003). *Analytical reading inventory* [7th ed.]. Upper Saddle River, NJ: Merrill/Prentice Hall. This inventory can be used with students in 1st–9th grade and includes three narrative forms, one social studies form, and one science form.

**Oral and Written Word-Level Vocabulary and Text-Level Comprehension Instruction**


**Oral Reading Fluency Linked to Vocabulary and Reading Comprehension**


**Linking Vocabulary, Reading, and Spelling**


**Levels of Language Approach to Reading and Writing**


**Sound Games and Looking Games and Transfer to Oral Reading**


**Handwriting Instruction**


2. Slingerland® Institute for Literacy see www.slingerland.org

3. The Zaner-Bloser Handwriting Program provides instruction materials by grade, pre-K to grade 6. www.zanerbloser.com/fresh/handwriting-overview.html

**Handwriting with Links to Text Skills**


**Spelling Instruction**


5. The Zaner-Bloser Spelling Program provides instruction materials by grade, pre-K to grade 6. www.zanerbloser.com/fresh/spelling-overview.html

Science Instruction

1. teachscience.org

Teaching Computer Science to Middle School Students

1. Adolescents learn to externalize cognition through computer programming in a way that traditional media does not. See video clip by Mark Zuckerberg and Bill Gates on “What Schools Don’t Teach” but should. http://www.youtube.com/watch?v=dmM_xDzy2nU

TESTS FOR ASSESSING BRANCHING DIAGNOSIS AND RESPONSE TO INSTRUCTION

1. See comprehensive list in posted resources for Chapter 7.

ASSESSING SELF-REGULATION OF ATTENTION AND BEHAVIOR

Chapter 6
Tailoring Curriculum and Assessment-Instruction for Adolescence
See Resources Posted for Chapters 7 and 8 for Instruction and Assessment for Students in Middle School and High School who have not met earlier developmental steppingstones.
Chapter 7
Biodiversity Sources: Genes and Brains

Basic Resources
4. www.talkingbrains.org/.../computational-neuroanatomy-of-speech.html

Human Connectome
1. 2013 ISB Symposium - YouTube
   www.youtube.com/playlist?list=PLoOjCp...
3. Neuroimage Special Issue “Mapping the Connectome”
   Open access on journal homepage: www.elsevier.com/locate/ynimg

Educational School Neuropsychology Prepared by Daniel Miller, Advisory Panel
Information about what KIDS, Inc. (www.schoolneuropsych.com) is all about.
1. Schoolneuropsych.com is a division of KIDS, Inc. We specialize in offering continuing education training to certified/licensed school psychologists, licensed educational psychologists, licensed psychologists who work with children, and educators. We offer a variety of formal learning activities that all relate to the topic of school neuropsychology. The CE activities are relevant to enhancing psychological service delivery to children, youth, and their families. The focus of all of our CE activities is how to translate research in school neuropsychology into applied practice. KIDS, Inc. employs leading experts in the school/pediatric neuropsychology to serve as conference speakers, online webinar CE speakers, or faculty in our comprehensive School Neuropsychology Post-Graduate Certification Program.
2. KIDS, Inc. is approved by the National Association of School Psychologists to offer continuing education for school psychologists. KIDS, Inc. is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. KIDS, Inc. is approved by the California Board of Behavioral Sciences to offer continuing education to California licensed educational psychologists. KIDS, Inc. maintains responsibility for this program and its content.

www.schoolneuropsych.com

3. The website itself was created to provide a collection of resources to inform and train practitioners who work with children about the how to apply neuropsychological principles into educational practice.

10-Month Competency-Based School Neuropsychology Post-Graduate Certification Program

1. A competency-based Continuing Education Program designed to train school psychologists, licensed educational psychologists, and psychologists to integrate neuropsychological principles into their professional practices.

2. Children are increasingly showing up at school with known or suspected disabilities related to neurological conditions. Very few school psychology graduate programs offer training in neuropsychological theory, assessments, and evidenced-based interventions due to the demands of the required curriculum. The School Neuropsychology Post-Graduate Certification Program was started in 2002 by Daniel C. Miller, Ph.D., ABPP, ABSNP. Since 2002, the program has trained over 600 school neuropsychologists across the world, principally in the U.S. and Canada, although we have trained practitioners from all over the world.

3. The purpose of this course is to train school psychologists and psychologists who work with children to integrate neuropsychological principles into their professional school-based practices. This competency-based training program will provide participants with a blend of a knowledge base in contemporary neuropsychological theory, assessment techniques, and evidence-based interventions; competency-based skills in administering and interpreting common neuropsychological instruments for school-aged children; and supervised practice of those new skills.

4. Participants will be able to:
a. demonstrate competency in applying a school neuropsychological assessment and intervention model to three integrated case studies.

b. demonstrate competency in administering and interpreting neuropsychological instruments designed for school-age children and youth.

c. demonstrate competency in case study conceptualization and integration from referral questions to applied evidence-based interventions.

d. demonstrate knowledge of functional neuroanatomy and its relationship to common neurodevelopmental disorders in children and youth.

e. demonstrate knowledge of the major neuropsychological theories with an emphasis on the work of Alexander Luria and a process approach to assessment.

f. demonstrate knowledge of the neurodevelopmental disorders that effect school-age children.

g. demonstrate how to conduct a process-oriented method for identifying children with learning disabilities, other than using a discrepancy formula.

h. demonstrate a working knowledge through supervised practice of the latest neuropsychological assessment instruments designed for school-aged populations (e.g., NEPSY-II, WJIII, WISC-IV Integrated, D-KEFS, WRAML2, CMS, etc.

5. The format of the School Neuropsychology Post-Graduate Certification Program has evolved over the past decade and continues to evolve to meet the educational needs of school psychologists and psychologists who work with children.

6. The program is a total of 10 months of content spread over an 11 month period (September through July). We have a required face-to-face meeting in Month #3 (November) held in Dallas, Texas for all students enrolled in the program. This face-to-face meeting will provide participants a chance to meet all of the instructors and their colleagues in person and provide an opportunity to have some supervised hands-on experience with two of the more difficult to administer and interpret pediatric neuropsychological tests. In the final month of the program (July), students will be required to travel to Dallas, Texas to take their final written and oral exams. These dates precede the annual National School Neuropsychology Summer Institute by a few days.
7. The remainder of the lectures and some clinical supervision will be delivered online using interactive Webinars. The advantages of the online Webinar format to deliver lecture content include:
   a. Students will receive lectures from nationally known school neuropsychologist faculty members who each have their own areas of expertise.
   b. The lecture notes from the online Webinars will be recorded and students in the course will be able to go back and review the lectures at a later time while they are enrolled in the program.
   c. Travel during these Webinar months will not be required as long as the student has access to a PC with high-speed Internet access and a microphone.

8. The training sessions, either face-to-face or via Webinar are held once a month following the same time schedule:
   a. Friday nights: 6:00 - 9:00 pm Central Standard Time (CST)
   b. Saturdays: 8:00 am - 5:00 pm CST
   c. Sundays: 8:00 am - 4:00 pm CST

Continuing Education Webinars from Leading Experts in the Field

1. KIDS, Inc. is pleased to offer over 30 continuing education webinars that range from 3 to 5 hours in length. The majority of the webinars are stand alone sessions but several are part of a lecture series. All of the webinars are presented by leaders in the emerging specialization of school neuropsychology.

Annual School Neuropsychology Summer Institute

1. Each year in July, for the past 9 years, a conference in held in Dallas, Texas that showcases the best and the brightest presenters all presenting on topics related to the application of neuropsychological principles to school-aged children and youth
Chapter 8
Developmental Profiles, Pervasive and Specific Developmental Disabilities, and Talent Search (Johns Hopkins)
2. http://ldx.sagepub.com/content/30/3/282.full.pdf+html

Resources for Working with Children with Autism Spectrum Disorders

Resources for Working with Students with Down Syndrome

Parenting Children with Developmental Disabilities

Intervention Tools for Students with Pervasive Developmental Disabilities or Specific Developmental Disabilities in the Cognitive Domain

Assessment Tools—Sensory and Motor Domain

Assessment Tool—Aural and Oral Language Domain

Assessment Tools—Social and Emotional Domain

Assessment Tools—Cognitive and Memory Domain


**Assessment Tools—Attention and Executive Function Domain**


Chapter 9  
Learning and Phenotype Profiles for Specific Learning Disabilities and Twice Exceptionality

Normal Variation  

Neglected Level of Language in Teaching  

Self-Regulated Learning  

Resources for Teachers and Parents for ADHD, Self-Regulated Learning, and Opportunity to Learn in Academic Learning Environments  
4. ADHD for Parents – Spanish Version  
5. ADHD and Medication Use  

Curriculum Based Assessment and Intervention for Integrated Oral and Written Language  
2. The *Test of Integrated Language and Literacy Skills (TILLS; SV2; Nelson, Helm-Estabrooks, Hotz, & Plante, 2011)*

The TLLS is being standardized for dual purposes: (a) differential diagnosis of oral and written language disorders and (b) informing plans about what to do next for children who are struggling with language and literacy across the age range 6;0 to 18;11. The 15 subtests (Table 1) of this Curriculum-Based Language Assessment and Intervention (Nelson, 1989; 2010) are based on a model of two language levels (sound/word and sentence/discourse) by four modalities (listening, speaking, reading, and writing). This is consistent with current research that shows that oral and written language difficulties are explained better by a language levels-by-modalities theoretical model than a receptive/expressive one (Bishop & Snowling, 2004; Catts & Kamhi, 2005; Snowling & Hayiou-Thomas, 2006; Tomblin, Zhang, Weiss, Catts, & Ellis Weismer, 2004). The language levels by modalities model predicts four diagnostic groupings, each with different implications for intervention: dyslexia (low sound/word level skills, but high sentence/discourse; listening comprehension better than reading comprehension), normal language (at least average skills in all components), oral and written language impairment (low skills in all components), and specific comprehension impairment (high sound/word level skills and low sentence/discourse level skills across modalities). Similar profiles have been described in the literature (Catts, Hogan, & Adlof, 2005; Nation & Snowling, 2004; Scarborough, 2005; Silliman & Berninger, 2011).

Nelson, Anderson, and Applegate (2012) reported on analysis of preliminary standardization data (473 children recruited from all 9 regions of the United States) collected with support of an IES grant. A discriminant function analysis was completed on 92 cases—46 with normal language and 46 with previously diagnosed language-learning disabilities. These cases were selected as best matches according to age, sex, gender, race/ethnicity, and parental education for the students with language-learning disabilities. Overall discriminant analysis results for the preliminary data set were statistically significant (Wilks' lambda: .34098 approx. F (20,108) = 10.437, p< .0001); sensitivity and specificity both were within target range of > 80% (83% sensitivity and 97% specificity). Variables that carried statistically significant variance in the whole group discrimination were: Vocabulary Awareness, Phonological Awareness, and
Reading Fluency. Case examples were drawn from the database that illustrated the hypothesized patterns for normal language, dyslexia, and oral and written language impairment. No clear examples of specific comprehension deficit were found in the preliminary data set. The TILLS is expected to be fully standardized by 2014. Additional special population studies are underway with students with autism spectrum disorders, intellectual developmental disabilities, and deafness/hard-of-hearing.

REFERENCES


<table>
<thead>
<tr>
<th>Table 1. Subtests for Test of Integrated Language and Literacy Skills</th>
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<tbody>
<tr>
<td><strong>Modality</strong></td>
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<td><strong>Sound/Word Level</strong></td>
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<td>Listening</td>
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<td><strong>Nelson, N. W., Helm-Estabrooks, N., Hotz, G., &amp; Plante, E. Developed with support of Brookes Publishing and grant R324A100354 from the U.S. Dept. of Ed., IES.</strong></td>
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</table>
Integrated Language and Literacy Skills (TILLS). Poster presented at the annual meeting of the International Academy for Research in Learning Disabilities, Padua, Italy.


Neglected Level of Language in Assessment and Teaching


TESTS AND ASSESSMENTS FOR SPECIFIC LEARNING DISABILITIES

LEARNING PROFILES See Resources for Chapter 7 for Evidence-Based Measures by Levels and Modes of Language or Math

Evidence-Based PHENOTYPE PROFILES from Programmatic Research Programs

Organized around the Working Memory Architecture Supporting Language Learning


**Teaching Students with Dyslexia and Dysgraphia**


**Interventions for Social Cognition Disability**


**Comorbidity of Dyslexia and ADHD**

1. [http://journals.lww.com/topicsinlanguagedisorders/Abstract/2012/07000/Understanding_the_Comorbidity_Between_Dyslexia_and.7.aspx](http://journals.lww.com/topicsinlanguagedisorders/Abstract/2012/07000/Understanding_the_Comorbidity_Between_Dyslexia_and.7.aspx)

**Cross Battery Assessment Books:**


**Website:**
1. [www.crossbattery.com](http://www.crossbattery.com)

**MULTI-MEDIA PROFESSIONAL DEVELOPMENT PROGRAMS**


2. Go to: [www.SLDidentification.com](http://www.SLDidentification.com)
Chapter 10

Neurogenetic Disorders

Resources for Neurogenetic Disorders and Inborn Errors of Metabolism


Chapter 11

Brain-Related Medical Disorders and Other Health Conditions

The International Statistical Classification of Diseases and Related Health Problems (most commonly known by the abbreviation ICD) is a medical classification that provides codes to classify diseases and a wide variety of signs, symptoms, abnormal findings, complaints, social circumstances, and external causes of injury or disease. Under this system, every health condition can be assigned to a unique category and given a code, up to six characters long. Such categories can include a set of similar diseases. The International Classification of Diseases is published by the World Health Organization (WHO) and used worldwide for morbidity and mortality statistics, reimbursement systems, and automated decision support in medicine. This system is designed to promote international comparability in the collection, processing, classification, and presentation of these statistics. The ICD is a core classification of the WHO Family of International Classifications (WHO-FIC).

Chronic Illnesses in School Age Children and Youth

1. edmedkids@arizona.edu

Fetal Alcohol Spectrum Disorder

Citation for consensus paper:


From UpToDate: accessed April 4, 2013


2. All topics are updated as new evidence becomes available and our peer review process is complete.

3. Literature review current through: Mar 2013. | This topic last updated: Jan 7, 2013.

4. Fetal alcohol spectrum disorder—The term fetal alcohol spectrum disorder describes the broad range of adverse sequelae in alcohol exposed offspring, irrespective of the ability to confirm antenatal alcohol exposure [63,64]. It includes:
- Fetal alcohol syndrome (FAS). This is the most severe form of FASD and is defined by abnormalities in three domains; poor growth, abnormal brain growth or structure, and specific dysmorphic facial features (table 1). Prenatal alcohol exposure may or may not be confirmed. (See 'Fetal alcohol syndrome' below.)
- Partial fetal alcohol syndrome. These children display the typical facial dysmorphic features associated with FAS, abnormalities in only one of the other domains, and confirmation of prenatal alcohol exposure.
- Alcohol-related birth defects (ARBD). These children have the typical facies associated with FAS, normal growth, normal brain function and structure, and have structural congenital anomalies in other organs (such as cardiac or renal abnormalities). Confirmation of prenatal alcohol exposure is required.
- Alcohol-related neurodevelopmental disorder (ARND). These children have normal growth and lack the facial stigmata of FASD but display a pattern of behavioral or cognitive abnormalities typical of prenatal alcohol exposure. These children are at risk for significant cognitive impairment, abnormalities on testing of verbal learning and memory skills, and low intelligence quotient (IQ) scores [65,66]. Confirmation of prenatal alcohol exposure is required.

Link from the CDC
   The term fetal alcohol effects (FAE) was previously used to describe intellectual disabilities and problems with behavior and learning in a person whose mother drank alcohol during pregnancy. In 1996, the Institute of Medicine (IOM) replaced FAE with the terms alcohol-related neurodevelopmental disorder (ARND) and alcohol-related birth defects (ARBD).

Resources on Medical Disorders and Medications

Psychiatric Disorders and Violence


For more references, please see:
2. www.stanford.edu/~dement/children.html
4. www.childrenshospital.org/clinicalservices/.../mainpageS1547P0.html
5. www.aacap.org/cs/root/facts_for.../childrens_sleep_problems
6. www.mayoclinic.org/pediatrics-rst/sleep.html

Resources


Fetal Alcohol Spectrum Resources


**Organizations Providing Resources:**


Chapter 12
Environmental Diversity: Families, Socioeconomic, Race, Culture, Language

Educating Students Living in Poverty
1. http://www.sciencemag.org/cgi/content/full/312/5782/1900

Nominees for the Rose Award for Outstanding Interdisciplinary Contributions to Serving Students Living in Poverty
1. Submit nominations to current president of Division 16, APA

Multicultural Issues in Working with Children and Families

Indian Education
1. Visit website for Washington State Indian Education which was created by state education, private, and public agencies and several of the 29 federally recognized tribes in Washington State, all of whom endorse this ground-breaking curriculum initiate: www.indian-ed.org
2. Instructional resources, materials, and lessons and entire curriculum units aligned with National Common Core Standards, state standards, and content-based assessment (CBA) can be accessed that are designed to teach US history at the elementary and middle school levels and US history and contemporary world issues at the high school level and include the perspectives of Indian tribes.

Culturally Sensitive, Evidence Based Literacy Instruction for Native Americans (only source for curriculum materials)
1. Google Indian Reading Series | Education Northwest educationnorthwest.org
   American Indian/Alaska Native
   a. Click Go to the American Indian Reading Series
2. Choose and Click from Books for Grade Levels I through VI as well as teacher's manuals and lesson plans are now online:
   - Teacher's Manual (Levels I-III)
   - Level I
   - Level II
• Level III
• Teacher's Manual (Level IV)
• Level IV
• Teacher's Manual (Level V)
• Level V
• Teacher's Manual (Level VI)
• Level VI
• Lesson Plans

Vision of Indian Education from Where the Sun Rises by Dr. Michael Pavel (get permission)


Understanding Use of Idiom and Cross-Cultural Differences among Speakers of English “Teacher Trade!” by Jennie Warmouth and Gabriel Ayerza (published by the U.S. Department of State Fulbright).

This children’s book, from which adults can learn a great deal, explores the cultural nature and context of language. American English and Scottish English employ different idioms, inflections, and even definitions. This story is a mirrored tale of two teachers: one from the US who goes to teach first grade in Scotland; and one from Scotland who goes to teach first grade in the U.S. Both teachers use “their own” English without modification in the new context – and run into all kinds of confusion. The illustrations feature the LITERAL interpretations of the spoken word as it is perceived by the listener in each case (sometimes the students, sometimes the teachers). Resolve is only found when the two switch roles: the students become the teachers and the teacher(s) become the students.

Differences between Race and Ethnicity

Chapter 13
Neuropsychologists Working in an Interdisciplinary Setting with Students with Learning Disabilities and Their Parents and Teachers
See Resources Posted for Chapter 10 by Daniel Miller, School Neuropsychology for Kids.
Chapter 14
Opportunities for Educators to Advocate Proactively for Students

Web-based Courses


Resources Cited in Chapter 14


5. Id. at 19 online.

   • *National Incidence Study of Abuse and Neglect* at19-20 online.

6. Id. at 20-25 online.


15. CDC estimates that it is approximately 3.2 of every 100,000 children ages 9-18.

16. Id. at 44-50.

17. Id. at 53-57.
• Children’s Mental Health in Washington State: A Public Health Perspective Needs Assessment (March 2006). Department of Health at 34.
Chapter 15
Child Custody Litigation and School Personnel Fostering

Positive School-Family Relationships


