



## 10 Key Policies and Practices for Reading Intervention

—with strong evidence of effectiveness from high-quality research—

## Supporting Evidence

- Amendum, S. J. (2014). Embedded professional development and classroom-based early reading intervention: Early diagnostic reading intervention through coaching. *Reading & Writing Quarterly*, 30(4), 348–377.
- Brownell, M. T., Bishop, A., Gersten, R., Klingner, J. K., Penfield, R., Dimino, J. A., Haager, D., Menon, S., & Sindelar, P. (2009). The role of domain expertise in beginning special education teacher quality. *Exceptional Children*, 75(4), 391–411.
- Chang, B. (2018). Patterns of knowledge construction. *Adult Education Quarterly: A Journal of Research and Theory*, 68(2), 108–136.
- Ciullo, S., Lembke, E. S., Carlisle, A., Thomas, C. N., Goodwin, M., & Judd, L. (2016). Implementation of evidence-based literacy practices in middle school response to intervention: An observation study. *Learning Disability Quarterly*, 39(1), 44–57.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915–945.
- Gersten, R., Jayanthi, M., & Dimino, J. (2017). Unanswered questions from national response to intervention evaluation. *Exceptional Children*, 83(3), 244–254.
- Gersten, R., Newman-Gonchar, R., Haymond, K. S., & Dimino, J. (2017). What is the evidence base to support reading interventions for improving student outcomes in grades 1–3? (REL 2017-271). Regional Educational Laboratory Southeast.
- McIntosh, K., Mercer, S. H., Nese, R. N. T., Strickland-Cohen, M. K., Kittelman, A., Hoselton, R., & Horner, R. H. (2018). Factors predicting sustained implementation of a universal behavior support framework. *Educational Researcher*, *47*(5), 307–316.
- Miciak, J., Roberts, G., Taylor, W. P., Solis, M., Ahmed, Y., Vaughn, S., & Fletcher, J. M. (2018). The effects of one versus two years of intensive reading intervention implemented with late elementary struggling readers. *Learning Disabilities Research & Practice*, 33(1), 24–36.
- Quinn, D. M., & Kim, J. S. (2017). Scaffolding fidelity and adaptation in educational program implementation: Experimental evidence from a literacy intervention. *American Educational Research Journal*, 54(6), 1187–1220.

- Richards-Tutor, C., Baker, D. L., Gersten, R., Baker, S. K., & Smith, J. M. (2016). The effectiveness of reading interventions for English learners: A research synthesis. *Exceptional Children*, 82(2), 144–169.
- Siuty, M. B., Leko, M. M., & Knackstedt, K. M. (2018). Unraveling the role of curriculum in teacher decision making. *Teacher Education and Special Education*, *41*(1), 39–57.
- Vaughn, S., Klingner, J., & Hughes, M. (2000). Sustainability of research-based practices. *Exceptional Children*, 66(2), 163–71
- Vernon-Feagans, L., Bratsch-Hines, M., Varghese, C., Cutrer, E. A., & Garwood, J. D. (2018). Improving struggling readers' early literacy skills through a tier 2 professional development program for rural classroom teachers: The targeted reading intervention. *Elementary School Journal*, 118(4), 525–548.