# TABLE OF CONTENTS

**FOREWORD** ........................................... xiii  
*Thinking of Yellow Brick Roads, Emerald Cities, and Wizards*  
Gary Germann

**PREFACE** ............................................. xxxvii  
Hill M. Walker and Mark R. Shinn

**CHAPTER 1** ........................................... 1  
*Systemic, Evidence-Based Approaches for Promoting Positive Student Outcomes Within a Multitier Framework: Moving From Efficacy to Effectiveness*  
Hill M. Walker and Mark R. Shinn

**CHAPTER 2** ........................................... 27  
*Supporting Response to Intervention (RTI) at School, District, and State Levels*  
Martin J. Ikeda, Stan C. Paine, and Judy L. Elliott

**CHAPTER 3** ........................................... 47  
*RTI as a Driving Force in Educational Improvement: Research, Legal, and Practice Perspectives*  
Frank Gresham, Daniel Reschly, and Mark R. Shinn

**CHAPTER 4** ........................................... 79  
*Building Healthy Communities to Promote Successful Development*  
Anthony Biglan, Erika Hinds, and Christine Cody
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
<th>TITLE</th>
<th>AUTHORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>101</td>
<td>An Ecological Approach to Interventions With High-Risk Students in Schools: Using the Family Check-Up to Motivate Parents’ Positive Behavior Support</td>
<td>Thomas J. Dishion, Elizabeth Stormshak, and Chelsea Siler</td>
</tr>
<tr>
<td>6</td>
<td>125</td>
<td>Practice-Based Perspectives on Implementing a Three-Tier Reading Model</td>
<td>Christopher Parker, Jennifer Fleischmann, Judith E. Loughlin, and Amanda Ryan</td>
</tr>
<tr>
<td>7</td>
<td>151</td>
<td>Training School Psychologists for Prevention and Intervention in a Three-Tier Model</td>
<td>Thomas J. Power, Jennifer A. Mautone, and Marika Ginsburg-Block</td>
</tr>
<tr>
<td>8</td>
<td>175</td>
<td>Implementing Proven Research in School-Based Practices: Progress Monitoring Within a Response-to-Intervention Model</td>
<td>Edward S. Shapiro, Alexandra Hilt-Panahon, and Karen L. Gischlar</td>
</tr>
<tr>
<td>9</td>
<td>193</td>
<td>Prevention and Early Interventions to Promote Healthy Children in Schools</td>
<td>Herbert H. Severson</td>
</tr>
<tr>
<td>10</td>
<td>225</td>
<td>Building Safe and Healthy Schools to Promote School Success: Critical Issues, Current Challenges, and Promising Approaches</td>
<td>Jeffrey R. Sprague and Hill M. Walker</td>
</tr>
<tr>
<td>11</td>
<td>259</td>
<td>Building a Scientifically Based Data System for Progress Monitoring and Universal Screening Across Three Tiers, Including RTI Using Curriculum-Based Measurement</td>
<td>Mark R. Shinn</td>
</tr>
<tr>
<td>12</td>
<td>293</td>
<td>Designing and Implementing Effective Preschool Programs: A Linked Systems Approach for Social–Emotional Early Learning</td>
<td>Jane Squires</td>
</tr>
</tbody>
</table>
CHAPTER 13 ................................................................. 313
Think Smart, Stay Safe: Aligning Elements Within a Multilevel Approach
to School Violence Prevention
Michael J. Furlong, Camille Jones, Elena Lilles, and James Derzon

CHAPTER 14 ................................................................. 337
Evidence-Based Social Skills Interventions: Empirical Foundations for Instructional Approaches
Frank M. Gresham

CHAPTER 15 ................................................................. 363
School-Based Prevention and Intervention for Depression and Suicidal Behavior
John R. Seeley, Paul Rohde, and Laura Backen Jones

CHAPTER 16 ................................................................. 397
Implementing Positive Behavior Support in Elementary Schools
Andy J. Frey, Amy Lingo, and C. Michael Nelson

CHAPTER 17 ................................................................. 435
Behavior Prevention and Management in Three Tiers in Secondary Schools
Randall Sprick and Chris Borgmeier

CHAPTER 18 ................................................................. 469
Preventing and Remediating Reading Difficulties: Perspectives From Research
Carolyn A. Denton and Sharon Vaught

CHAPTER 19 ................................................................. 501
Early Reading Instruction and Intervention With English Learners: Key Considerations in a Multitiered Approach
Scott K. Baker, Russell Gersten, and Sylvia Linan-Thompson

CHAPTER 20 ................................................................. 527
Promoting Positive Math Outcomes
Marcy Stein, Diane Kinder, Kathy Zapp, and Laura Feuerborn

CHAPTER 21 ................................................................. 553
Evidence-Based Writing Practices for Tiers 1, 2, and 3
Natalie G. Olinghouse, Steve Graham, and Karen R. Harris
CHAPTER 22 .......................................................... 571
   Study Skills: Making the Invisible Visible
   Mary M. Gleason, Anita L. Archer, and Geoff Colvin

CHAPTER 23 .......................................................... 609
   Using a Tiered Intervention Model in Secondary Schools to Improve
   Academic Outcomes in Subject-Area Courses
   Jean B. Schumaker and Donald D. Deshler

CHAPTER 24 .......................................................... 633
   Peer Teaching Interventions for Multiple Levels of Support
   Charles R. Greenwood, Karen Seals, and Debra Kamps

CHAPTER 25 .......................................................... 677
   Universal, School-Based Screening for the Early Detection of Behavioral
   Problems Contributing to Later Destructive Outcomes
   Hill M. Walker, Herbert H. Severson, and John R. Seeley

CHAPTER 26 .......................................................... 703
   Social Development in Preschool Classrooms: Promoting Engagement,
   Competence, and School Readiness
   Robin L. Hojnoski and Kristen N. Missall

CHAPTER 27 .......................................................... 729
   Bullying and Peer Harassment
   Dorothy L. Espelage and Susan M. Swearer

CHAPTER 28 .......................................................... 749
   Deviant Peer Clustering and Influence Within Public School Settings:
   Inadvertent Negative Outcomes From Traditional Professional Practices
   Jennifer E. Lansford, Thomas J. Dishion, and Kenneth A. Dodge

CHAPTER 29 .......................................................... 773
   Gang Prevention Strategies for Schools
   G. Roy Mayer

CHAPTER 30 .......................................................... 799
   Preventive Interventions for Students With Internalizing Disorders:
   Effective Strategies for Promoting Mental Health in Schools
   Kenneth W. Merrell and Barbara A. Gueldner
CHAPTER 31 ......................................................... 825

Interventions for Attention Deficit Hyperactivity Disorder
George J. DuPaul and Gary Stoner

INDEX .............................................................. 849
INTERVENTIONS
for Achievement and Behavior Problems in a Three-Tier Model Including RTI