

References

- Alessi, G (1987). Generative strategies and teaching for generalization. *The Analysis of Verbal Behavior*, 5, 15-27.
- Andronis, P. T., Layng, T. V. J., and Goldiamond, I, (1997). Contingency adduction of "symbolic aggression" by pigeons. *The Analysis of Verbal Behavior*, 14, 5-17.
- Archer, A. (2002). An instructional approach to teaching written composition. An unpublished developmental draft.
- Bennett , B.(1987). The effectiveness of staff development training practices: A meta-analysis. Doctoral dissertation, University of Oregon.
- Binder, C V. (1988). Precision teaching: Measuring and attaining academic excellence. *Youth Policy*, 10, 12-15.
- Binder, C. V. (1993, Oct.). Behavioral fluency: A new paradigm. *Education Technology*, 8-14.
- Binder, C. V. (1996). Behavioral fluency: Evolution of a new paradigm. *The Behavior Analyst*, 19, 163-197.
- Carnine, D., Silbert, J., & Kameenui, E. J., (1990), *Direct instruction reading*. Columbus, Merrill.
- Deno, S. (1992) The nature and development of curriculum-based measurement. *Preventing School Failure*, 36(2), 5-10.
- Dewey, J. (1900). *The school and society*. Chicago: University of Chicago Press.
- Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: The Free Press.
- Dewey, J. (1933). How we think. in *The Later Works of John Dewey, 1925-1953*, Volume 8, 1986. Carbondale: Southern Illinois University Press.
- Dewey, J. (1938). *Experience and education*. New York: Collier Books, Macmillan Publishing Company.
- Engelmann, S., & Carnine, D. W. (1982). *Theory of instruction: Principles and applications*. New York: Irvington.
- Epstein, R. (1991). Skinner, creativity, and the problem of spontaneous behavior. *Psychological Science*, 2, 362-370.
- Epstein, R., Kirshnit, R., Lanza, R., & Rubin, R. (1984). "Insight" in the pigeon: Antecedents and determinants of an intelligent performance. *Nature*, 308, 61-62.
- Evans, J. L., Homme, L. E. and Glaser, R. (1962). The RULEG system for the construction of programmed verbal learning sequences. *Journal of Educational Research*, 55, 513-518.
- Ferster, C. (1967). Arbitrary and natural reinforcement. *Psychological Record*, 17, 341-347.
- Ferster, C., (1972). Clinical reinforcement. *Seminars in Psychiatry*, 4, 101-111.
- Ferster, C., B., and Culbertson, S. (1974). A psychology learning center. *Psychological Record*, 24, 33-46.
- Finn, C. E., & Ravitch, D. (1996). *Education reform: 1995-96*. A Report from the Educational

Excellence Network to its Education Policy Committee
and the American People.

- Gagne, R. (1965). *The conditions of learning*. New York: Holt, Rinehart, and Winston.
- Gilbert, T (1962a). Mathetics: The technology of education. *Journal of Mathetics*, 1 (1), 7-74.
- Gilbert, T. (1962b). Mathetics II: The design of teaching exercises. *Journal of Mathetics*, 1 (2), 7-56.
- Graf, S. and Lindsley, O. R. (2002). Standard celeration charting, 2002. Poland, Ohio: Graf Implements.
- Haughton, Eric (1972). Aims: Growing and sharing. In J. B. Jordan and L. S. Robbins (Eds.), *Let's try doing something else kind of thing* (pp. 20-39). Arlington, VA: Council for Exceptional Children.
- Haughton, Eric (1980). Practicing practices: learning by activity. *Journal of Precision Teaching*, 1 (3), 3-20.
- Haughton, Elizabeth (1999). *Phonological coding: Phonemic awareness (2nd Ed.)*. Napa, CA: Haughton Learning Center.
- Johnson, K. (2001). Ten dimensions of reading. Association for Behavior Analysis, Toronto, Canada. Workshop: How to Teach Reading.
- Johnson, K. (2003). *The daily report card*. Seattle: Morningside Press.
- Johnson, K. R., & Layng, T. V. J. (1992). Breaking the structuralist barrier: Literacy and numeracy with fluency. *American Psychologist*, *47*, 1475-1490.
- Johnson, K. R., and Layng, T. V. J. (1994). The Morningside Model of Generative Instruction. In R. Gardner, D. Sainato, J. Cooper, T. Heron, W. Heward, J. Eshleman, and T. Grossi (Eds.), *Behavior analysis in education: Focus on measurably superior instruction* (pp. 173-197). Belmont CA: Brooks-Cole.
- Johnson, K. R., and Layng, T. V. J. (1996). On terms and procedures: Fluency. *The Behavior Analyst*, *19*, 281-288.
- Johnson, K. and Street, E. M. (2004a). *The Morningside Model of Generative Instruction: What it means to leave no child behind*. Concord, MA: Cambridge Center For Behavioral Studies.
- Johnson, K. and Street, E. M. (2004b). *The Morningside Model of Generative Instruction: An integration of research-based practices*. In D. J. Moran & R. Malott (eds.), *Empirically supported educational methods*. St. Louis, MO: Elsevier Science/Academic Press.
- Keller, F. S. (1968). "Goodbye, teacher..." *Journal of Applied Behavior Analysis*, *1*, 79-89.
- Keller, F. S. and Sherman, J. G. (1974). *The Keller plan handbook*. Menlo Park: W. A. Benjamin, Inc.
- Knutson, N., & Shinn, M. R. (1991). Curriculum-based measurement: Conceptual underpinnings and integration into problem-solving assessment. *Journal of School Psychology*, *29*, 371-393.
- Kozloff, M.A., Lanunziata, L., Cowardin, J., and Bessellieu, F. (2001). Direct instruction: Its contributions to high school achievement. *The High School Journal*, *84*, 2, 54-

- Linden, M., & Whimbey, A. (1990). *Why Johnny can't write*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Lindsley, O. R. (1972). From Skinner to precision teaching: The child knows best. In J. B. Jordan and L. S. Robbins (Eds.), *Let's try doing something else kind of thing* (pp. 1-11). Arlington, VA: Council for Exceptional Children.
- Lindsley, O. R. (1990). Precision teaching: By teachers for children. *Teaching Exceptional Children*, 22 (3), 10-15.
- Markle, S. M., & Tiemann, P. W. (1967). *Programing is a process*. (Film.) Chicago: University of Illinois.
- Markle, S. M. (1990). *Designs for instructional designers*. Champaign, IL.: Stipes Publishing Company.
- Morningside Press (1993-2005). *A variety of instruction and practice materials developed by Morningside to teach reading, writing, and mathematics*.
- Robbins, J. K., Layng, T. V. J., & Jackson, P. J. (1996). *Fluent thinking skills*. Unpublished manuscript.
- Robbins, J. K. (1996). *TAPS for the elementary school teacher*. Unpublished manuscript.
- Rosenshine, B. (1997). Advances in research on instruction. In J. W. Lloyd, E. J. Kameenui, and D. Chard (Eds.) *Issues in Educating Students with Disabilities*. Mahwah, N.J.: Lawrence Erlbaum, 197-221.
- Sherman, J. G. , Ruskin, R. S. and Semb, G. B. (1982). *The personalized system of instruction: 48 seminal papers*. Lawrence, Kansas: TRI Publications.
- Skinner, B. F. (1968). *A technology of teaching*. New York: Appleton-Century-Crofts.
- Skinner, B. F. (1969). *Contingencies of reinforcement: A theoretical analysis*. New York: Appleton-Century-Crofts.
- Skinner, B. F. (1974). Designing higher education. *Daedalus*, 103, 196-202.
- Stein, M., Silbert, J., & Carnine, D. (1997). *Designing effective mathematics instruction: A direct instruction math (3rd Ed.)*. Englewood Cliffs, NJ: Prentice-Hall.
- Tiemann, P. W., & Markle, S. M. (1983). *Analyzing instructional content: A guide to instruction and evaluation*. Champaign, IL: Stipes Publishing Co.
- Whimbey, A., Johnson, M., Williams, E., & Linden, M. (1993). *Blueprint for educational change: Improving reasoning, literacies, and science achievement with cooperative learning*. Washington, D. C.: The Right Combination, Inc.
- Whimbey, A. and Lockhead, J. (1999). *Problem Solving and Comprehension (6th Ed.)*. Mahwah, New Jersey: Lawrence Erlbaum, Publishers.