

References and Resources for Administrators and Other Educational Professionals

Research on Assessment and Instruction

1. Berninger, V. (2009). Highlights of programmatic, interdisciplinary research on writing. *Learning Disabilities. Research and Practice, 24*, 68-79. References and further information about many of the assessment and instructional studies discussed in this article are cited. Also see other articles in this special issue on writing.
2. Brooks, A., Berninger, V., Abbott, R., & Richards, T. (2011) Letter naming and letter writing reversals of some children with dyslexia: Symptoms of inefficient phonological and orthographic loops of working memory? *Developmental Neuropsychology, 36*, 847-868.
3. Silliman, E., & Berninger, V. (2011). Cross-disciplinary dialogue about the nature of oral and written language problems in the context of developmental, academic, and phenotypic profiles. *Topics in Language Disorders, 31*, 6-23.

Brain Imaging Research Articles

1. James, Karin H. and Atwood, Thea P.(2008)"The role of sensorimotor learning in the perception of letter-like forms: Tracking the causes of neural specialization for letters, *Cognitive Neuropsychology*, To link to this Article: DOI: 10.1080/02643290802425914
2. Richards, T., Berninger, V., Stock, P., Altemeier, L., Trivedi, P., & Maravilla, K. (2009). fMRI sequential-finger movement activation differentiating good and poor writers. *Journal of Clinical and Experimental Neuropsychology, 29*, 1-17.
3. Richards, T., Berninger, V., Stock, P., Altemeier, L., Trivedi, P., & Maravilla, K. (2011). Differences between good and poor child writers on fMRI contrasts for writing newly taught and highly practiced letter forms. *Reading and Writing, 24(5)*, 493-516.

Examples of Instructional Resources (and teacher training services) (For others see 2012 revised Facts about Dysgraphia Link on International Dyslexia Website)

1. The Zaner-Bloser Handwriting Program provides instruction materials by grade, pre-K to grade 6. www.zanerbloser.com/fresh/handwriting-overview.html (Also see for spelling programs)
2. Slingerland@Institute for Literacy see www.slingerland.org

Examples of Evidence-Based Assessment Resources (For others see 2012 revised Facts about Dysgraphia Link on International Dyslexia Website)

1. Barnett, A., Henderson, S., Scheib, B., & Schulz, J. (2007). *Detailed Assessment of Speed of Handwriting (DASH)*. UK: Pearson. Grades 9 to 16 DASH 17 for older students.
2. Berninger, V. (2007a), *Process Assessment of the Learner, 2nd Edition. Diagnostic for Reading and Writing (PAL-II RW)* and Berninger (2007b), *User's Guide* (CD format ISBN 0158661818) with writing lessons from UW research program that can be downloaded. San Antonio, TX: The Psychological Corporation. Grades K to 6

Books and Book Chapters for Principals and Teachers

1. Connelly, V., Dockrell, J., & Barnett, A. (2011). Children challenged by writing due to language and motor difficulties. In Berninger, V. (Ed.) *Past, present, and future contributions of cognitive writing research to cognitive psychology*. New York: Psychology Press/Taylor Francis Group.
2. Jones, D., & Christensen, C. (2012). Impact of teacher professional development on understanding the role of handwriting during translation of beginning writers: Improved handwriting and story composing. In Fayol, M., Alamargot, D., & Berninger, V. (Eds.) *Translation of thought to Written text while composing: Advancing theory, knowledge, methods, and applications*. New York: Psychology Press/Taylor Francis Group.
3. Wolf, B. (2011) Teaching handwriting. In J. Birsch (Ed.), *Multisensory teaching of basic language skills: Theory and practice*, Revised Edition. Brookes Publishing Co, Baltimore, MD.
4. Berninger, V., & Wolf, B. (2009a). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science*. Baltimore: Paul H. Brookes
5. Berninger, V., & Wolf, B. (2009b). *Helping students with dyslexia and dysgraphia make connections: Differentiated instruction lesson plans in reading and writing*. Baltimore: Paul H. Brookes. Spiral book with teaching plans from University of Washington Research Program.
6. 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. 65-.83). New York: Psychology Press.
7. Berninger, V. (2008a). Evidence-based written language instruction during early and middle childhood. In R. Morris & N. Mather (Eds.) *Evidence-based interventions for students with learning and behavioral challenges* (pp. 215-235). Mahwah, N. J.: Lawrence Erlbaum
8. Berninger, V., & Dunn, M. (in press). Brain and behavioral response to intervention for specific reading, writing, and math disabilities: What works for whom? In Wong, B., & Butler, D. (Ed.) *Learning about LD, 4th Edition* Elsevier/ Academic Press.
9. Richards, T., Berninger, V., & Fayol, M. (2011). The writing brain of normal child writers and children with writing disabilities: Generating ideas and transcribing them through the orthographic loop. In E. Grigorenko, E. Mambrino, & D. Preiss (Eds.), *Writing: A mosaic of perspectives and views* (Ch. 6, pp. 85-105). New York: Psychology Press.
10. Berninger, V., & Richards, T. (2012). The writing brain: Coordinating sensory/motor, language, and cognitive systems in working memory architecture. In V. Berninger, V. (Ed.) (2011). *Past, present, and future contributions of cognitive writing research to cognitive psychology*. New York: Psychology Press/Taylor Francis Group