



DIBELS® Research References

This reference list is intended to be a comprehensive collection of research publications related to DIBELS. It may not be exhaustive. We welcome your input and encourage recommendations. Please email ahommel@dibels.org with contributions or updated publication information.

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I. Peer-Reviewed Publications

- Allor, J., & McCathren, R. (2004). The efficacy of an early literacy tutoring program implemented by college students. *Learning Disabilities Research & Practice, 19*(2), 116-129.
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II. Book Chapters

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III. Technical Reports

- Baker, D. L., Cummings, K. D., Good, R. H., III, & Smolkowski, K. (2007). *IDEL: Indicadores Dinámicos del Éxito in la Lectura: Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade* (Tech. Rep. No. 1). Eugene, OR: Dynamic Measurement Group.
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IV. Reviews

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V. Foundational Works

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VI. Selected Conference Presentations

- Anderson, J., Roggenbuck, E., & Hixson, M. (2005, March). *Phonics and fluency remedial reading program*. Poster presented at the National Association of School Psychology Annual Convention, Atlanta, GA.
- Baker, D. L., & Cummings, K. D. (2007, February). *IDEL summary of decision rules for benchmark, strategic, and intensive instructional recommendations in kindergarten through third grade*. Poster presented at the Annual DIBELS Summit, Santa Ana Pueblo, NM.
- Betts, J., Good, R. H., III, Cummings, K. D., Williams, K. T., Hintze, J. M., & Ysseldyke, J. E. (2007, March). *Psychometric adequacy of measures of early literacy skills*. Symposium presented at the National Association of School Psychologists Annual Convention, New York.
- Castillo, J. M., & Powell-Smith, K. A. (2005, March). *Predicting outcomes on statewide reading assessments*. Poster presented at the National Association of School Psychology Annual Convention, Atlanta, GA.
- Cummings, K. D., Kaminski, R. A., & O'Neil, M. (2008, March). *Assessment of student vocabulary development: A general outcome measurement approach*. Poster presented at the British Association of Dyslexia, Harrogate, Yorkshire, UK.
- Cummings, K. D., Good, R. H., III, Powell-Smith, K. A., Baker, S. K., Smolkowski, K., & Atkins, T. (2008, February). *ROC done right: Examining the decision utility of educational measures*. Panel presentation at the Annual Pacific Coast Research Conference, Coronado, CA.
- Cummings, K. D., & Atkins, T. A. (2007, March). *Project PASS: Predicting and achieving school success*. Paper presented at the National Association of School Psychologists Annual Convention, New York.

- Cummings, K. D. (2006, November). *Research and theory into practice: Project PASS*. Paper presented at the Oregon RTI Summit, Eugene, OR.
- Dufour-Martel, C. (2004, October). *Assessing French reading skills of elementary French immersion students: Utility of IDAPEL*. Doctoral dissertation presentation at Center for Advanced Research on Language Acquisition Annual Conference, Minneapolis, MN.
- Dufour-Martel, C. (2006, February). *IDAPEL: Indicateurs dynamiques d'habiletés précoces en lecture*. Paper presented at the Annual DIBELS Summit, Santa Ana Pueblo, NM.
- Grimes J., & Kurns, S. (2003, December). *An intervention-based system for addressing NCLB and IDEA expectations: A multiple tiered model to ensure every child learns*. Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.
- Howard, P., Powell-Smith, K. A., & Torgeson, J. (2004, March). *Statewide implementation of DIBELS in Florida: Advanced strategies for maximizing success*. Paper presented at the DIBELS Summit 2004: Leadership, Research, & Advanced Implementation, Albuquerque, NM.
- Hudson, R., Connor, C., Radach, R., & Powell-Smith, K. A. (2006, February). *Individual differences in the reading fluency of children and their instructional implications*. Paper presented at the Annual Pacific Coast Research Conference, Coronado, CA.
- Kaminski, R. A., & Cummings, K. D. (2008, March) *Linking assessment to instruction: Using Dynamic Indicators of Basic Early Literacy Skills in an outcomes-driven model*. Poster presented at the British Association of Dyslexia, Harrogate, Yorkshire, UK.
- Kaminski, R. A., Cummings, K. D., Powell-Smith, K. A., & MacConnell, K. (2008, March). *Using DIBELS for progress monitoring and evaluating response to intervention in an outcomes-driven model*. Workshop presented at the California Association of School Psychologists Annual Convention, Burlingame, CA.
- Kaminski, R. A., Good, R. H., Baker, D. L., Cummings, K. D., Dufour-Martel, C., Knutson, N., et al. (2007, March). *DIBELS Horizons*. Paper presented at the Annual DIBELS Summit, Santa Ana Pueblo, NM.
- Powell-Smith, K. A., & Kaminski, R. A. (2008, February). *The development of brief reading diagnostic tools linked to DIBELS*. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Powell-Smith, K. A., Kaminski, R. A., & Cummings, K. D. (2008, March). *DIBELS Deep brief reading diagnostic tools: Development and validation*. Paper presented at the Annual DIBELS Summit, Santa Ana Pueblo, NM.
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- Powell-Smith, K. A., Bradley-Klug, K. L., Howard, P., Gallaher, P., Rush, M., Graney, S., et al. (2002, February). *Florida's statewide implementation of Curriculum-Based Measurement and Dynamic Indicators of Basic Early Literacy Skills: An update*. Miniskills workshop presented at the National Association of School Psychologists Annual Convention, Chicago.
- Powell-Smith, K. A. (2002, April). *The use of Curriculum-Based Measurement and Dynamic Indicators of Basic Early Literacy Skills for alternate assessment: An introduction*. Paper presented at the Alternative Assessment and IDEA: Exploring Best Practice Conference, Tampa, FL.

Sanford, A. K., Gerard, V. A., Potter, J. B., & Cummings, K. D. (2006, March). *CSI Anaheim: Solving the reading instruction puzzle Using DIBELS*. Symposium presented at the National Association of School Psychologists Annual Convention, Anaheim, CA.

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VII. Unpublished Manuscripts and Doctoral Dissertations

Baker, S. K. (1993). *The reliability and validity of a direct and frequent measure of English reading fluency for Hispanic students who are bilingual*. Unpublished doctoral dissertation, University of Oregon, Eugene.

Benner, G. J. (2003). *An investigation of the effects of an intensive early literacy support program on the phonological processing skills of kindergarten children at-risk of emotional and behavioral disorders*. Unpublished doctoral dissertation, University of Nebraska, Lincoln.

Castillo, J., & Powell-Smith, K. A. *The predictive validity of three reading fluency measures on a state's "High-Stakes" outcome assessment*. Manuscript in preparation.

Castillo, J., Torgesen, J., Powell-Smith, K. A., & Al Otaiba, S. (2006). *Relationships of four different reading fluency measures to reading comprehension in first through third grade*.

Cook, R. G. (2003). *The utility of DIBELS as a curriculum based measurement in relation to reading proficiency on high stakes tests*. Unpublished master's thesis, Marshall University Graduate College, Huntington, WV.

Coyne-Martinson, P. A. (1999). *Assessing the prereading language development of kindergarten students: The reliability, validity, and sensitivity of basic language assessment story tasks as dynamic indicators of basic early literacy skills*. Unpublished doctoral dissertation, University of Oregon, Eugene.

Cusumano, D. L. (2005). *Early learning experiences: Education with coaching and the effects on the acquisition of literacy skills in preschool children*. Unpublished doctoral dissertation, University of South Florida, Tampa.

Ditkowsky, B. (2002). *Onset recognition computerized assessment system: A validation of measuring the right skills at the right time in the right way*. Unpublished doctoral dissertation, University of Oregon, Eugene.

Dowling, R. N. (2000). *The effects of parent-delivered instruction on the phonemic awareness and letter identification skills of kindergarten children*. Unpublished doctoral dissertation, University of Massachusetts at Amherst.

Dufour-Martel, C. (2003). *Assessing French reading skills of elementary French immersion students: Utility of DIBELS in French*. Unpublished doctoral dissertation, University of Oregon, Eugene.

Eagles, S. A. (2008). *A comparative study of early reading achievement using DIBELS assessment*. Unpublished doctoral dissertation, Alliant International U, Fresno.

Fien, F. J. (2004). *An examination of school and individual student level predictors of successful reading and reading related outcomes for kindergarten and first grade outcomes: A comparison of two models of schoolwide reading reform*. Unpublished doctoral dissertation, University of Oregon, Eugene.

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- Fleming, K. M. (1999). *The effect of instruction, rapid automatized naming, intellectual functioning, initial phonological awareness skill, and age on phonological awareness growth trajectories*. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Gale, D. (2006). *The effect of computer-delivered phonological awareness training on the early literacy skills of students identified as at-risk for reading failure*. Unpublished educational specialist thesis, University of South Florida, Tampa.
- Good, R. H., III, & Kame'enui, E. J. (2004). *Making sense of Nonsense Word Fluency in beginning reading: Asking the right questions about the alphabetic principle and monitoring early reading development in first grade*. Manuscript submitted for publication.
- Good, R. H., III, Kame'enui, E., Simmons, D., & Chard, D. *Using Dynamic Indicators of Basic Early Literacy Skills in a schoolwide model for primary, secondary, and tertiary prevention*. Manuscript in preparation.
- Gragg, G. J. (2001). *Phonological awareness skills and Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. Unpublished doctoral dissertation, California State University, Fresno.
- Greene, L. S. (2002). *Investigating parent-child storybook reading and its relationship to early literacy skills: Development and use of direct observation system*. Unpublished doctoral dissertation, University of Massachusetts at Amherst.
- Gruba, G. G. (1997). *Evaluating dynamic and static measurement sensitivity to the effects of a phonological awareness intervention for kindergarten children*. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Hagans-Murillo, K. S. (2000). *The effects of phonological awareness instruction on socioeconomic status differences in the acquisition of early literacy and reading skills in first graders from low socioeconomic settings*. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Hancock, C. M. (2002). *Accelerating reading trajectories: The effects of dynamic research-based instruction*. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Harn, E. A. (2000). *Examining and predicting response to instruction based on kindergarten children's early literacy profiles*. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Hill, D. K. (2003). *An investigation of the sufficiency of a fluency building and fluency building plus comprehension intervention on the fluency and comprehension skills of low-fluency second- and third-grade readers*. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Hoke, L. (2005). *Linking assessment to intervention: Using the Dynamic Indicators of Basic Early Literacy Skills and Reading Mastery to improve the reading performance of at-risk kindergarten students*. Unpublished doctoral dissertation, Loyola University, Chicago.
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- Katz, R. (2004). *A comparative study of early literacy skill development in first graders identified or at-risk for behavioral problems*. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Knutson, J. (2005). *The effect of corrective feedback and individualized practice guided by formative evaluation on the reading performance of children who have not made adequate progress in early reading instruction*. Unpublished doctoral dissertation, University of Oregon, Eugene.
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- Laimon, D. E. (1994). *The effects of a home-based and center-based intervention on at-risk preschool children's early literacy skills*. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Licata, C. M. (2002). *Measuring phonemic awareness in Spanish-speaking young children using dynamic indicators of basic early literacy skills*. Unpublished doctoral dissertation, California State University, Fresno.
- Malone, K. (2008). *Impact of structured professional development in Reading First schools on student achievement as evidenced in DIBELS*. Unpublished doctoral dissertation, Union University, Jackson.
- McKnight, C. G., Lee, S. W., & Schowengerdt, R. V. (2001). *Effects of specific strategy training on phonemic awareness and reading aloud with preschoolers: A comparison study*. Unpublished doctoral dissertation, University of Kansas, Olathe.
- Napier, D. E. (2008). *Do DIBELS Nonsense Word Fluency scores predict SAT-10 reading scores in first grade? A comparison of boys and girls in Reading First schools*. Unpublished thesis, University of South Florida, Tampa.
- Nelson, M. (2003). *Assessing the early literacy skills of young English learners: Use of DIBELS in Spanish*. Unpublished doctoral dissertation, University of Oregon, Eugene.
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- O'Hearn-Curran, M. C. (1999). *What we need to know about linking assessment and phonemic awareness training in the classroom we can learn in kindergarten*. Unpublished doctoral dissertation, University of Massachusetts at Amherst.
- O'Reilly, M. J. (2002). *The early literacy skill development of kindergartners and first graders at-risk for externalizing behavior disorders*. Unpublished doctoral dissertation, University of Massachusetts at Amherst.
- Otterstedt, J. R. H. (1993). *The reliability and validity of rhyming and onset recognition tasks as measures of phonological awareness*. Unpublished master's thesis, University of Oregon, Eugene.
- Peinado, R. (2001). *The effects of student, familial and educational variables on the English reading achievement of Spanish-speaking first-grade limited English proficient students*. Unpublished doctoral dissertation, University of Oregon, Eugene.
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- Tanner, P. L. (2006). *Concurrent validity and diagnostic accuracy of curriculum based assessment: Comparing the DIBELS to the CTOPP*. Unpublished doctoral dissertation, Northern Arizona University, Flagstaff.
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- Whalen, A. J. (2002). *The effect of direct teacher involvement in formative evaluation of student progress on student attainment of critical early literacy outcomes*. Unpublished doctoral dissertation, University of Oregon, Eugene.