

CURRICULUM VITA

NANCY E. MARCHAND-MARTELLA

Professor and Dean,
 Purdue University
 College of Education
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EDUCATION

- 1991 Doctor of Philosophy (Special Education)
 Department of Special Education and Rehabilitation
 Utah State University, Logan, Utah
- 1987 Master of Science (Behavior Analysis and Therapy)
 Behavior Analysis and Therapy, Rehabilitation Institute
 Southern Illinois University, Carbondale, Illinois
- 1985 Bachelor of Arts (Psychology)
 Department of Psychology
 Purdue University, West Lafayette, Indiana

RESEARCH INTERESTS

Multi-tier system of supports
 Differentiated instruction
 Effective instruction
 Classroom management
 At-risk learners/Students with disabilities
 Dyslexia

PROFESSIONAL EMPLOYMENT AND EXPERIENCE

Higher Education

- 2018-
 present Purdue University
 Dean, College of Education
- Provide leadership in College including 149 faculty/staff and 1375 students (550 undergraduates; 825 graduate students)
- 2016-
 2018 University of Oklahoma
 Department of Educational Psychology
 Norman, OK
- Hardman Endowed Chair in Education (2018)*
- Responsibilities
 - Provide statewide training to Oklahoma educators on MTSS

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Department Chair (2016-2018)

- Responsibilities
 - Provide leadership to 25 faculty members (across four program areas) along with numerous adjunct and graduate student instructors
 - Provide oversight for two centers
 - Serve as Graduate School Liaison for departmental issues involving graduate students
 - Serve on various departmental, college, and university committees
 - Oversee graduate and undergraduate programs and accreditation/certification requirements
 - Manage budget
- Initiatives/Accomplishments
 - Tutor and Learning Specialist Trainer, NCAA Athlete Academic Support Services Program
 - Faculty mentorship
 - Strategic planning
 - New sign language sequence of courses for College and University (fulfills University foreign language requirement)
 - Canvas Learning Management System training/movement to blended/online learning
 - Undergraduate program growth initiatives (revised special education major, special education minor, sign language courses, service courses to education majors)
 - Graduate program growth initiatives (coordinate programmatic/marketing reviews for low number graduate programs/concentrations)
- Assume Associate Dean Responsibilities during Associate Dean Sabbatical (2017)
 - College graduate student orientation
 - College new faculty orientation
 - Academic program review committee

1995-2016 Eastern Washington University
Departments of Applied Psychology/Counseling, Educational, and Developmental Psychology (1995-2010) and Education (2010-2016)
Cheney, WA

Graduate Program Director (1998-2012)

- Responsibilities
 - Provided leadership to nine faculty and field supervisors
 - Coordinated field placements
 - Scheduled courses
 - Supervised adjuncts

Faculty Member (Assistant Professor [1995-1997], Associate Professor [1997-2000], Professor [2000-2016])

- Responsibilities
 - Taught 36 quarter credit hours per academic year
 - Conducted research in the area of effective instruction and classroom management
 - Provided departmental, college, university, and professional service
 - Developed graduate program in special education
 - Revised undergraduate special education major and minor

Assistant Vice Provost, Running Start Program (1999-2002)

- Responsibilities
 - Coordinated 16 high school implementation where junior and senior level high school students received Running Start college credits at the university
 - Funded initiatives through state-level grants
 - Managed budget
 - Managed project personnel
 - Conducted research and outreach presentations

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1998-
2016 Washington State University
Pullman, WA

Adjunct Appointment: Graduate Faculty Status

- Responsibilities
 - Served on doctoral committees as needed

1993-
1995 University of Montana
Department of Curriculum and Instruction
Missoula, MT

Faculty Member (Associate Professor)

- Responsibilities
 - Taught 18 semester hours per academic year
 - Conducted research in the area of effective instruction and classroom management
 - Provided departmental, college, university, and professional service

1992-
1993 Drake University
Departments of Psychology, Special Education, and Research and Instructional Design
Des Moines, IA

Faculty Member (Visiting Assistant Professor)

- Responsibilities
 - Taught 18 semester hours per academic year
 - Conducted research in the area of effective instruction and classroom management
 - Provided departmental service

Field Coordinator

- Responsibilities
 - Identified field sites
 - Supervised students in a master's degree program in collaborative teaching
 - Evaluated program effectiveness

1992 University of Hawaii at Manoa
Department of Special Education
Honolulu, HI

Adjunct

- Responsibilities
 - Taught one summer course on assessment

1991-
1992 Gonzaga University
Department of Special Education
Spokane, WA

Faculty Member (Assistant Professor)

- Responsibilities
 - Taught 18 semester hours per academic year
 - Conducted research in the area of effective instruction and classroom management
 - Provided departmental, college, university, and professional service

Administrative Professional Development

- Participate in Pennsylvania State Academic Leadership Academy (2017-2018)

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- Participate in effective leadership communication series, offered by Vice Provost for Faculty Development, University of Oklahoma (2016, Fall)

Other Experience

- Behavioral Programming Specialist, The May Center for Child Development, Chatham, MA. (1987-1988).
- Child Developmental Specialist, The May Center for Child Development, Chatham, MA. (1987).
- Behavioral Specialist, Center for Comprehensive Services/Evaluation and Developmental Center, Carbondale, IL. (1985-1987).
- Group Home Associate, Wabash Center, Lafayette, IN. (1985).

Certification/Licensure

- Board Certified Behavior Analyst-Doctoral (BCBA-D) (BACB # 1-13-13036)
- Licensed Board Certified Behavior Analyst, State of Oklahoma (License #1-13-13036)

Memberships

- International Literacy Association (ILA)
- American Educational Research Association (AERA)
- Association for Behavior Analysis International (ABAI)
- Council for Exceptional Children (CEC)
CEC Divisions:
 - Division for Culturally and Linguistically Diverse Exceptional Learners
 - Division for Learning Disabilities
 - Teacher Education Division

Awards and Recognitions

- 2015 SIIA CODiE Award Finalist, Best PK-12 Personalized Learning System, *SRA FLEX Literacy*
- 2015 SIIA CODiE Award Finalist, Best Classroom Management Solution, *SRA FLEX Literacy*
- Most Popular Papers (Based on the average number of full-text downloads per day since the paper was posted). October 2012 for Marchand-Martella, N. E., Ruby, S., & Martella, R. C. (2007). A three-tier strategic model of intensifying reading instruction. *TEACHING Exceptional Children Plus*, 3, Article 2, available from <http://escholarship.bc.edu/cgi/preview.cgi?article=1313&context=education/tecplus> (Reprinted in 2012, Spring, *Direct Instruction News*, 19-23.)
- *A 1-Semester Within-Program Assessment Evaluation of Mastering Math Facts and Word Problems Made Easy in a Middle School Resource Room*. (2007). Special education research project selected as winner of the Wes Becker Outstanding Research Award, Association for Direct Instruction, Eugene, OR.
- *Assessing the Comparative Effects of the Reading Success Level B Program with Fifth-Grade Students at a Title I Elementary School*. (2006). School psychology thesis selected as winner of the Wes Becker Outstanding Research Award, Association for Direct Instruction, Eugene, OR.
- *Nominated for the College of Education and Human Development Dean's Merit Award*. (1999). Eastern Washington University, Cheney, WA.

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- *Excellence in Education Award for University Instruction*. (1998). Association for Direct Instruction, Eugene, OR.
- *PTI/PacificCorp Faculty Achievement Award: College of Education and Human Development Outstanding Teacher Award*. (1998). Eastern Washington University, Cheney, WA.
- *Most Influential Professor in the College of Education and Human Development* as nominated by honors students. (1996). Eastern Washington University, Cheney, WA.
- *Distinguished Guest Faculty Member*, Ohio State University, 1996.
- *Lorenz-Baker Award Recipient for Most Outstanding Master's Student in Rehabilitation*, 1987, Southern Illinois University at Carbondale.
- *Lorenz-Baker Award Recipient for Most Outstanding Master's Student in Rehabilitation*, 1986, Southern Illinois University at Carbondale.
- *John M. Hadley Award Recipient for Most Outstanding Senior in Psychology*, 1985, Purdue University, West Lafayette, Indiana.
- *School of Humanities, Social Sciences and Education Award Recipient for Most Outstanding Senior in Psychology*, 1985, Purdue University, West Lafayette, Indiana.

I. SCHOLARSHIP

Grant and Project Participation

Submitted at the University of Oklahoma (OU-Norman)

1. McBride, B., Martella, R. C., & Marchand-Martella, N. E. (2017). *Examination of explicit instructional programs for children with Autism Spectrum Disorder*. Institute for Education Sciences, US Department of Education. (\$3.2 million, unfunded). Collaboration between OU-Norman and OU Health Sciences Center.
2. Nelson, J. R., Marchand-Martella, N. E., & Martella, R. C. (2017). *Examination of the cost effectiveness of technology-based decoding instruction for struggling readers in grades 6-7*. Institute for Education Sciences, US Department of Education. (\$3.5 million, unfunded). Collaboration between University of Nebraska-Lincoln and OU-Norman.
3. Martella, R. C., Marchand-Martella, N. E., & Nelson, J. R. (2016). *The effects of personalized and linked technology- and teacher-based literacy instruction for middle school students experiencing reading difficulties*. Institute for Education Sciences, US Department of Education. (\$3.3 million, unfunded). Collaboration between University of Nebraska-Lincoln and OU-Norman.
4. Williams-Diehm, K. L., & Marchand-Martella, N. E. (2016). *Development of elementary self-determination instructional methods to support cognitive skills*. Institute for Education Sciences, US Department of Education. (\$1.8 million, unfunded). OU-Norman.

Funded

1. Michigan Department of Education. (2016-2019). *Promoting adolescent reading success*. Provide expert consultation to the training and program components. Model Demonstration Projects to Improve Adolescent Literacy for Students with Disabilities in Middle and High Schools, Grades 6-12 (CFDA 84.326M). (Grant funded for \$1.6 million). U.S. Department of Education.
2. Marchand-Martella, N. E., & Martella, R. C. (2013-2014). *SRA FLEX Literacy learner verification study*. (Funded for \$50,000). McGraw-Hill.

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3. Washington State Office of Superintendent of Public Instruction and Northwest Regional Educational Laboratory. (2010-2012). *Striving Readers Grant*. Provided technical assistance on grant development and train grant participants on *Read to Achieve*. (Grant funded for \$4.4 million). U.S. Department of Education.
4. Marchand-Martella, N. E., & Martella, R. C. (2010-2011). *FLEX Literacy*. (Funded for \$374,400). McGraw-Hill.
5. Marchand-Martella, N. E., & Martella, R. C. (2007-2009). *Read to Achieve*. (Funded for \$115,000). McGraw-Hill.
6. Martella, R. C., & Marchand-Martella, N. E. (2006-2007). *Implementing school-wide reading and behavior support systems*. (Funded for \$45,524). Superintendent of Public Instruction, State of Washington.
7. Marchand-Martella, N. E., & Martella, R. C. (2006). *Reading Mastery Florida adoption revision*. (Funded for \$117,120). McGraw-Hill.
8. Martella, R. C., & Marchand-Martella, N. E. (2005-2006). *Implementing scientifically-based reading programs and school-wide support systems*. (Funded for \$87,000). Superintendent of Public Instruction, State of Washington.
9. Martella, R. C., & Marchand-Martella, N. E. (2004-2005). *Implementing scientifically-based reading programs and school-wide support systems*. (Funded for \$87,000). Superintendent of Public Instruction, State of Washington.
10. Marchand-Martella, N. E., & Martella, R. C. (2004-2005). *The Evergreen project: A program evaluation of Reading Mastery Plus in Grades K-3*. Mead School District. (Funded for \$140,000). Science Research Associates/McGraw-Hill.
11. Martella, R. C., Marchand-Martella, N. E., & Cooke, B. (2003-2004). *Improving the math skills of students with special needs in upper elementary and middle school settings with Project AIM: Achievement In Mathematics*. Mead School District. (Funded for \$62,262). Office of Superintendent of Public Instruction, State of Washington.
12. Marchand-Martella, N. E., Martella, R. C., & Seaburg, J. (2003-2004). *Improving the reading skills of students with special needs in K-2 classrooms with a double dose in reading (Project DDR)*. Nine Mile Falls School District. (Funded for \$62,702). Office of Superintendent of Public Instruction, State of Washington.
13. Guglielmino, P., Marchand-Martella, N. E., & Martella, R. C. (2003-2004). *Three-tier reading intervention plan to prevent and remediate reading disabilities*. Northport School District. (Funded for \$63,889). Office of Superintendent of Public Instruction, State of Washington.
14. Marchand-Martella, N. E., & Martella, R. C. (2003-2004). *The Evergreen project: A program evaluation of Reading Mastery Plus in Grades K-3*. Mead School District. (Funded for \$81,000). Science Research Associates/McGraw-Hill.
15. Martella, R. C., & Marchand-Martella, N. E. (2003-2004). *Language for Writing program evaluation*. (Funded for \$21,500). Science Research Associates/McGraw-Hill.
16. Marchand-Martella, N. E., & Martella, R. C. (2000-2002). *Project PREPS in SPED: Preparing educators in pivotal skills in special education*. (Funded for \$500,000). Washington Higher Education Coordinating Board: Expansion of Enrollment Opportunities in High-Demand Fields and Programs.
17. Martella, R. C., & Marchand-Martella, N. E. (2000-2003). *ESL program evaluation*. (Funded for \$19,000). Joint grant with Whitworth College and Spokane School District 81. U.S. Department of Education.
18. Marchand-Martella, N. E., & Martella, R. C. (1997-2002). *Running start in the high schools: Project PALS (Peer Assisted Learning System)*. (Funding = \$660,000). Funded through statewide high schools running start project. State of Washington.

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19. Marchand-Martella, N. E. (2002). *Promoting better reading and writing through Project Adventure*. (2002). (Funded for \$1,000). Mead School District. Seed grant from the Boeing Corporation.
20. Marchand-Martella, N. E., & Martella, R. C. (1999). *Using Corrective Reading in high school settings*. (Funded for \$5,000). Eastern Washington University Foundation.
21. Marchand-Martella, N. E. (1998). *Assessing the efficacy of a summer intensive phonics-based program delivered by parents*. (Funded for \$7,500). Faculty Research Grant. Eastern Washington University.
22. Martella, R. C., Marchand-Martella, N. E., & Cleanthous, C. (1998). *Center for student risk prevention program evaluation*. (Funded for \$7,000). Educational Service District 101, State of Washington.
23. Marchand-Martella, N. E., & Martella, R. C. (1998). *Corrective Reading at East Valley High School*. (Funded for \$2,800). Eastern Washington University Foundation Grant.
24. Marchand-Martella, N. E., & Martella, R. C. (1997-1998). *Project PALS (Peer Assisted Learning System): Promoting the literacy of high school students who are at risk for school failure*. (Funded for \$70,536). State of Washington Higher Education Coordinating Board Grant.
25. Marchand-Martella, N. E. (1997). *Project Connect: Linking assessment to instruction to enhance mathematics achievement*. (1997). (Funded for \$5,000). Northwest Institute for Advanced Study Research Seed Grant.
26. Marchand-Martella, N. E. (1997). *Project Running Start*. (Funded for \$4,725). Northwest Institute for Advanced Study Research Seed Grant.
27. Nelson, J. R., Martella, R. C., & Marchand-Martella, N. E. (1996-1999). *A component analysis of school-based programs for violent and disruptive behavior*. (Funded for \$604,000). U.S. Department of Education (OERI) Grant.
28. Marchand-Martella, N. E. (1994). *Using the KWL procedure to enhance social studies skills of elementary children*. (1994). (Funded for \$2,500). Faculty Research Grant. University of Montana.
29. Martella, R. C., & Marchand-Martella, N. E., (1993). *Request and justification for a behavioral specialist at - Drake University's Head Start Program*. (Funded for \$44,000). Iowa State Grant--The Meredith Corporation.
30. Marchand-Martella, N. E. (1993). *Teaching safety skills to preschoolers enrolled in Head Start*. (Funded for \$5,000). Faculty Research Grant. Drake University.
31. Marchand-Martella, N. E. (1993). *Bulimia and the university environment: An examination of environmental factors*. (Funded for \$5,000). Faculty Research Grant. Drake University.
32. Marchand-Martella, N. E. (1993). *An analysis of campus living arrangements associated with the incidence of bulimia of college-aged women*. (Funded for \$1,500). Faculty-Sponsored Undergraduate Student Grant. Drake University.
33. Agran, M., Martella, R. C. & Marchand-Martella, N. E. (1989). *Evaluating a safety education program for persons with developmental disabilities and/or closed head injuries in supported employment*. (Funded for \$47,938). The National Institute on Disability and Rehabilitation Research-Innovation Grant.
34. Marchand-Martella, N. E. (1989). *The acquisition, maintenance, and generalization of first-aid skills by students with mild to severe handicaps in regular public school settings*. (Funded for \$11,967). Student Field-Initiated Grant—U.S. Department of Education, Office of Special Education and Rehabilitative Services Research in Education of the Handicapped Program.

Publications

Refereed Journal Articles

1. Flaum-Horvath, S., Marchand-Martella, N. E., Martella R. C., & Kauppi, C. (2017). Examining the effects of SRA FLEX Literacy on measures of Lexile® and oral reading fluency with at-risk middle school readers. *Journal of At-Risk Issues*, 20(1), 1-9.
2. Benner, G., Marchand-Martella, N.E., Martella, R. C., & Cleanthous, C. (2015). Improving middle school reading comprehension. *The WERA Educational Journal*, 7(2), 57-59.
3. Flaum-Horvath, S., Marchand-Martella, N. E., Martella, R. C., & Cleanthous, C. (2015). An evaluation of the SRA FLEX Literacy program: A pre-publication version shows promise. *The WERA Educational Journal*, 7(2), 50-56.
4. Martella, R. C., & Marchand-Martella, N. E. (2015). Improving classroom behavior through effective instruction: An illustrative program example using SRA FLEX Literacy. *Education & Treatment of Children*, 38, 241-272.
5. Marchand-Martella, N.E., Martella, R. C., Martella, A. M., & Cleanthous, C. (2015). What does the research say about teaching students to think like scientists and historians: Developing content-area literacy skills aligned to the common core. *The WERA Educational Journal*, 7(2), 42-49.
6. Marchand-Martella, N. E., Martella, R. C., & Lambert, M. C. (2015). Targeted management tips to enhance the effectiveness of tier 2, guided reading instruction. *Intervention in School and Clinic*, 50, 169-172.
7. Plavnick, J., Marchand-Martella, N. E., Martella, R. C., Thompson, J., & Wood, A. (2015). A review of explicit and systematic instructional programs for students with autism spectrum disorder. *Review Journal of Autism and Developmental Disorders*, 2(1), 55-66. doi: 10.1007/s40489-014-0036-3
8. Marchand-Martella, N. E. (2014). A review of “Response to intervention and precision teaching: Creating synergy in the classroom.” *Education & Treatment of Children*, 37, 181-185.
9. Marchand-Martella, N. E., & Martella, R. C. (2013, September). Achieve balance through scaffolded instruction. *The Pennsylvania Administrator*, 37-38.
10. Marchand-Martella, N. E., Martella, R. C., Modderman, S. L., Petersen, H. M., & Pan, S. (2013). Key areas of effective adolescent literacy programs. *Education & Treatment of Children*, 36, 161-184.
11. Isakson, L., Marchand-Martella, N. E., & Martella, R. C. (2011). Assessing the effects of the *McGraw-Hill Phonemic Awareness* program with preschool children with developmental delays: A case study. *Education & Treatment of Children*, 34, 1-15.
12. Smith, C. A., Marchand-Martella, N. E., & Martella, R. C. (2011). Assessing the effects of the *Rocket Math* program with a primary elementary school student at risk for school failure: A case study. *Education & Treatment of Children*, 34, 247-258.
13. Martella, R. C., Marchand-Martella, N. E., Woods, B., Thompson, S., Crockett, C., Northrup, E., Benner, G. J., & Ralston, N. C. (2010). Positive behavior support: Analysis of consistency between office discipline referrals and teacher recordings of disruptive classroom behaviors. *Behavioral Development Bulletin: Special Section on Early and Intensive Behavioral Intervention in Children*, 10, 25-33.
14. Piper, L., Marchand-Martella, N. E., & Martella, R. C. (2010). Use of explicit instruction and double dosing to teach ratios, proportions, and percentages to at-risk middle school students. *Journal of At-Risk Issues*, 15(2), 9-17.

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15. Peterson, J. L., Marchand-Martella, N. E., & Martella, R. C. (2008). Assessing the effects of *Corrective Reading Decoding B1* with a high school student with intellectual and developmental disabilities: A case study. *Journal of Direct Instruction*, 8, 41-52.
16. Riepl, J. H., Marchand-Martella, N. E., & Martella, R. C. (2008). The effects of *Reading Mastery Plus* on the beginning reading skills of students with intellectual and developmental disabilities. *Journal of Direct Instruction*, 8, 29-39.
17. Benson, K. A., Marchand-Martella, N. E., Martella, R. C., & Kolts, R. (2007). Assessing the effects of the *Reading Success Level B* program with fifth-grade students at a Title I elementary school. *Journal of Direct Instruction*, 7, 29-44.
18. Endress, S. A., Weston, H., Marchand-Martella, N. E., Martella, R. C., & Simmons, J. (2007). Examining the effects of *Phono-Graphix* on the remediation of reading skills of students with disabilities: A program evaluation. *Education & Treatment of Children*, 30, 1-20.
19. Marchand-Martella, N. E., Ruby, S., & Martella, R. C. (2007). A three-tier strategic model of intensifying reading instruction. *TEACHING Exceptional Children Plus*, 3, Article 2, available from <http://escholarship.bc.edu/cgi/preview.cgi?article=1313&context=education/tecplus> (Reprinted in 2012, Spring, *Direct Instruction News*, 19-23.)
20. Reed, J., Marchand-Martella, N. E., Martella, R. C., & Kolts, R. L. (2007). Assessing the effects of the Reading Success Level A program with fourth-grade students at a Title I elementary school. *Education & Treatment of Children*, 30, 45-68.
21. Stewart, R., Benner, G., Martella, R. C., & Marchand-Martella, N. E. (2007). Three-tier models of reading and behavior: A research review. *Journal of Positive Behavior Interventions*, 9, 239-253.
22. Marchand-Martella, N. E., Martella, R. C., Kolts, R. L., Mitchell, D., & Mitchell, C. (2006). Effects of a three-tier strategic model of intensifying instruction using a research-based core reading program in grades K-3. *Journal of Direct Instruction*, 6, 49-72.
23. Marchand-Martella, N. E., McGlocklin, L., Miller, D., & Martella, R. C. (2006). Enhancing *Reading Mastery* programs using explicit "reading to learn" formats. *Journal of Direct Instruction*, 6, 73-100.
24. Ausdemore, K. B., Martella, R. C., & Marchand-Martella, N. E. (2005, September). School-wide positive behavioral support: A continuum of proactive strategies for all students. *New Horizons for Learning* (online journal). Available at www.newhorizons.org; invited submission.
25. Marchand-Martella, N. E., Martella, R. C., & Ausdemore, K. (2005, September). Overview of Direct Instruction. *New Horizons for Learning* (online journal). Available at www.newhorizons.org; invited submission.
26. Kinder, D., Kubina, R., & Marchand-Martella, N. E. (2005). Special education and Direct Instruction: An effective combination. *Journal of Direct Instruction*, 5, 1-36.
27. Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., Miller, D. A., Warner, L., Leonard, B., & Chapman, S. (2005). An analysis of Corrective Reading research. *Journal of Direct Instruction*, 5, 37-65.
28. Stewart, R. M., Martella, R. C., Marchand-Martella, N. E., & Benner, G. J. (2005). Three-tier models of reading and behavior. *Journal of Early and Intensive Behavior Intervention*, 2, 115-124.
29. Marchand-Martella, N. E., Martella, R. C., Bettis, D. F., & Riley Blakely, M. (2004). Project PALS: A description of a high school-based tutorial program using Corrective Reading and peer-delivered instruction. *Reading and Writing Quarterly*, 20, 179-201.

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30. Parsons, J. L., Marchand-Martella, N. E., Waldron-Soler, K., Martella, R. C., & Lignugaris/Kraft, B. (2004). Effects of a high-school based peer-delivered Corrective Mathematics program. *Journal of Direct Instruction, 4*, 95-103.
31. McKenzie, M., Marchand-Martella, N. E., Moore, M., & Martella, R. C. (2004). Teaching basic math skills to preschoolers using Connecting Math Concepts Level K. *Journal of Direct Instruction, 4*, 85-94.
32. Przychodzin, A., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary. *Journal of Direct Instruction, 4*, 53-84.
33. Marchand-Martella, N. E., & Martella, R. C. (2002). An overview and research summary of peer-delivered Corrective Reading instruction. *Behavior Analysis Today, 3*(2). Available from: www.behavior-analyst-online.org.
34. Marchand-Martella, N. E., Martella, R. C., Nelson, J. R., Waterbury, L., Shelley, S., Cleanthous, C., & Hatfield, D. (2002). Implementation of the Sound Partners reading program. *Journal of Behavioral Education, 11*, 117-130.
35. Nelson, J. R., Martella, R. C., & Marchand-Martella, N. E. (2002). Maximizing student learning: The effects of a comprehensive school-based program for preventing problem behaviors. *Journal of Emotional and Behavioral Disorders, 10*, 136-148.
36. Price, A. T., Martella, R. C., Marchand-Martella, N. E., & Cleanthous, C. C. (2002). A comparison of immediate feedback delivered via an FM headset versus delayed feedback on the inappropriate verbalizations of a student with ADHD. *Education & Treatment of Children, 25*, 159-171.
37. Schieffer, C., Marchand-Martella, N. E., Martella, R. C., Simonsen, F., & Waldron-Soler, K. (2002). An analysis of the Reading Mastery program: Effective components and research review. *Journal of Direct Instruction, 2*, 87-119.
38. Waldron-Soler, K. M., Martella, R. C., Marchand-Martella, N. E., Tso, M., Warner, D., & Miller, D. E. (2002). Effects of a 15-week Language for Learning implementation with children in an integrated preschool. *Journal of Direct Instruction, 2*, 75-86.
39. Lignugaris/Kraft, B., Marchand-Martella, N. E., & Martella, R. C. (2001). Strategies for writing better goals and short-term objectives or benchmarks. *Teaching Exceptional Children, 34*, 52-58.
40. Slocum, T. A., & Marchand-Martella, N. E. (2001). Introducing the *Journal of Direct Instruction*. *Journal of Direct Instruction, 1*, 1-2.
41. Denny, M., Marchand-Martella, N. E., Reilly, J., Martella, R. C., Reilly, J., & Cleanthous, C. C. (2000). Using parent-delivered graduated guidance to teach functional living skills to a child with Cri Du Chat Syndrome. *Education & Treatment of Children, 23*, 441-454.
42. Harris, R. E., Marchand-Martella, N. E., & Martella, R. C. (2000). Effects of a peer-delivered Corrective Reading program with repeated reading on the reading performance of at-risk high school students. *Journal of Behavioral Education, 10*, 21-36.
43. Marchand-Martella, N. E., Martella, R. C., Orlob, M., & Ebey, T. (2000). Using peers as Corrective Reading instructors for at-risk students in a rural setting. *Rural Special Education Quarterly, 19*(2), 20-30.
44. Mehlert, G., Martella, R. C., Marchand-Martella, N. E., Arndt, A., & Jackson, N. (2000). An examination of faculty grading practices and beliefs about grade inflation at a public comprehensive university. *Journal of College Teaching, 11*, 19-42.
45. Waldron-Soler, K., Martella, R. C., Marchand-Martella, N. E., & Ebey, T. (2000). Effects of choice making as a reinforcer on task responding in children with and without developmental disabilities. *Journal of Applied Behavior Analysis, 33*, 93-96.

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46. Burnette, A., Bettis, D., Marchand-Martella, N. E., Martella, R. C., Tso, M., Ebey, T., McGlocklin, L., Hornor, S., & Cooke, B. (1999). A comparison of Spelling Mastery and a whole-word spelling approach across elementary grades in a Title I School. *Effective School Practices, 18*(2), 8-15.
47. Dalton, T., Martella, R. C., & Marchand-Martella, N. E. (1999). The effects of a self-management program in reducing off-task behavior of middle school students with disabilities. *Journal of Behavioral Education, 9*, 157-176.
48. Ebey, T., Marchand-Martella, N. E., Martella, R. C., & Nelson, J. R. (1999). Teaching children to read using parents as early reading instructors: A preliminary investigation. *Effective School Practices, 17*(3), 65-71.
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Educational Software

(Note: Currently, 94 colleges/universities and 3 educational service districts across 50 states and the District of Columbia recognize and approve the most recent editions of these classes for continuing education credits.)

1. Marchand-Martella, N. E., & Martella, R. C. (2017). *Reading fundamentals: Laying the foundation for effective reading instruction* (4th ed.). Spokane, WA: Virtual Education Software.
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Monographs and Research Brochures

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Nonrefereed Publications/Invited Blogs

1. Biles, T., Suk, A., Marchand-Martella, N. E., & Martella, R. C. (2017). Balancing the equation: Increasing graduation rates through algebra. *McGraw-Hill Education*. [Invited blog]. Retrieved from <https://medium.com/@mheducation/364f9f621fd7>
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4. Marchand-Martella, N. E., & Martella, R. C. (2016). 2016 New Year's resolution: Expand our efforts in digital literacy. *McGraw-Hill Education Inspired Ideas*, 1-4. [Invited article]
5. Martella, R. C., & Marchand-Martella, N. E. (2015, Summer). Motivate your students through *positive* reinforcement rather than *negative* reinforcement. *The Michigan Psych Report*, 42(4), 1-6. [Invited article]
6. Martella, R. C., & Marchand-Martella, N. E. (2015, May). Four critical behavior management considerations when choosing a curricular program. *Inspired Ideas*. <http://blog.mheonline.com/four-critical-behavior-management-considerations-when-choosing-a-curricular-program/>
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9. Seaburg, J., & Marchand-Martella, N. E. (2005). Nine Mile Falls School District: Improving the reading skills of students with special needs in K-2 classrooms with a double dose in reading (Project DDR). OSPI-sponsored submission; *New Horizons in Learning*. Available at www.newhorizons.org
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11. Marchand-Martella, N. E., & Martella, R. C. (2001). From bumpy roads to smooth sailing: An educational journey. *Direct Instruction News*, 1, 4-6.
12. Marchand-Martella, N. E., Martella, R. C., Nelson, J.R., Ebey, T. L., & Stenhoff, D. M. (1997). Teaching parents, children about phonemic awareness. *Washington Learning*, 4(5), 7.
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16. Marchand-Martella, N. E., Martella, R. C., & Lignugaris/Kraft, B. (1994). Observation of Direct Instruction teaching behaviors: Determining a representative sample of time for supervision [Abstract]. *Effective School Practices*, 13(4), 22.
17. Neal, C., Marchand-Martella, N. E., & Kashubeck, S. (1993). *An analysis of environmental variables for bulimia across university residences for college-aged women*. Drake University Undergraduate Student Research Program: Project Reports.
18. Fiechtel, B., Christensen, A., Marchand-Martella, N. E., Martella, R. C., & Christensen, B. (1991). Teaching preschoolers with disabilities to obtain adult assistance when injured. *Proceedings of the Association for Behavior Analysis: International 17th Annual Convention*.
19. Marchand-Martella, N. E., Agran, M., Martella, R. C., Meshew, C., Young, K. R., Hall, A. M., & Christensen, B. R. (1990, June). Teaching first-aid skills to students with mild to severe handicaps. *Exceptional News*, 13(4), 1-2.
20. Marchand-Martella, N. E., Martella, R. C., & Marchand, A. G. (1989). *Mouse Calls: A story-telling approach to teaching first-aid skills to children with handicaps*. Logan, UT: Outreach, Development, and Dissemination Division of Utah State University.

Presentations

Keynotes/Invited Addresses

1. Marchand-Martella, N. E. (2018, May). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon*. Keynote address presented at the Doubling Down on MTSS and RTI Success: Lessons Learned in Getting to the Next Level of Research-Based Practices, Naperville, IL.
2. Marchand-Martella, N. E. & Shinn, M. R. (2018, May). *Powerful MTSS implementation begins with core language arts instruction aligned to the needs of students*. Keynote address presented at the Doubling Down on MTSS and RTI Success: Lessons Learned in Getting to the Next Level of Research-Based Practices, Naperville, IL.
3. Marchand-Martella, N. E. (2018, April). *Effective instruction*. Invited address presented at the Payne Education Center Symposium, Oklahoma City, OK.

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4. Marchand-Martella, N. E., & Martella, R. C. (2018, April). *A behavioral approach to effective instruction: A two-part presentation. Part I: Less is more: The four big ideas of effective instruction. Part II: Navigating behavior management in today's classroom.* Keynote address presented at the Southwest West Central Service Cooperative, Marshall, MN.
5. Marchand-Martella, N. E. (2018, April). *Strategies for effective instruction: A two-part presentation. Part I: When it comes to effective instruction, remember to be like Kevin Bacon. Part II: Less is more: The four big ideas of effective instruction.* Keynote address presented at the Southwest West Central Service Cooperative, Marshall, MN.
6. Marchand-Martella, N. E. (2018, April). *Strategies for effective instruction: A two-part presentation. Part I: When it comes to effective instruction, remember to be like Kevin Bacon. Part II: Less is more: The four big ideas of effective instruction.* Keynote address presented at the Southwest West Central Service Cooperative, Brookings, SD.
7. Marchand-Martella, N. E. & Shinn, M. R. (2018, April). *Powerful MTSS implementation begins with core language arts instruction.* Keynote address presented at the Trauma-Informed MTSS/RTI: Practical and Evidence-Based Practices Institute, New Orleans, LA.
8. Marchand-Martella, N. E. (2017, November). *Teach like Kevin Bacon: What research-based instruction looks like!* Keynote address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Oklahoma City, OK.
9. Marchand-Martella, N.E., & Martella, R.C. (2017, November). *Multi-tiered behavior support: A primer (Session 1).* Invited address presented at the Early Childhood Conference of Oklahoma, State Department of Education, Oklahoma City, OK.
10. Marchand-Martella, N.E., & Martella, R.C. (2017, November). *Multi-tiered behavior support: A primer (Session 2).* Invited address presented at the Early Childhood Conference of Oklahoma, State Department of Education, Oklahoma City, OK.
11. Marchand-Martella, N.E., & Martella, R.C. (2017, November). *Multi-tiered behavior support: A primer (Session 3).* Invited address presented at the Early Childhood Conference of Oklahoma, State Department of Education, Oklahoma City, OK.
12. Marchand-Martella, N.E., & Martella, R.C. (2017, November). *Multi-tiered behavior support: A primer (Session 4).* Invited address presented at the Early Childhood Conference of Oklahoma, State Department of Education, Oklahoma City, OK.
13. Marchand-Martella, N.E., & Martella, R.C. (2017, October). *The big ideas of effective instruction within an MTSS framework.* Invited address presented at the Fall Oklahoma School Psychology Association Conference, Oklahoma City, OK.
14. Marchand-Martella, N.E., & Martella, R.C. (2017, October). *When it comes to providing instruction, remember to be like Kevin Bacon.* Invited address presented at the Fall Oklahoma School Psychology Association Conference, Oklahoma City, OK.
15. Martella, R.C., & Marchand-Martella, N.E. (2017, October). *Providing behavior support for all students: Navigating behavior management in today's classrooms.* Invited address presented at the Fall Oklahoma School Psychology Association Conference, Oklahoma City, OK.
16. Marchand-Martella, N. E. (2017, October). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon!* Keynote address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI, Tacoma, WA.

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17. Marchand-Martella, N. E. (2017, September). *1, 2, 3, 4...Effective instruction and a whole lot more!* Invited address presented at the Decoding Dyslexia/Oklahoma State Department of Education Science of Reading: How to Develop Competent Readers Conference, Norman, OK.
18. Marchand-Martella, N. E. (2017, March). *Special education forum*. House of Representatives, State Capitol, Oklahoma City, OK.
19. Marchand-Martella, N. E. (2017, January). *Special education forum*. House of Representatives, State Capitol, Oklahoma City, OK.
20. Marchand-Martella, N. E. (2017, January). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon*. Keynote address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Houston, TX.
21. Marchand-Martella, N. E. (2016, November). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon*. Keynote address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Chattanooga, TN.
22. Marchand-Martella, N. E. (2016, November). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the Oklahoma Statewide Autism Conference, Oklahoma City, OK.
23. Marchand-Martella, N.E. (2016, September). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the National Institute for Effective Instruction, Columbus, OH.
24. Marchand-Martella, N. E. (2016, April). *When it comes to best practices in literacy instruction, remember to be like Kevin Bacon*. Keynote address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, New Orleans, LA.
25. Marchand-Martella, N. E. (2015, October). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the BC Association for Behavior Analysis, Vancouver, British Columbia.
26. Marchand-Martella, N. E., & Martella, R. C. (2015, August). *Explicit instruction*. Invited address presented for the University of Iceland and Iceland Ministry of Education, Reykjavik, Iceland.
27. Marchand-Martella, N. E., & Martella, R. C. (2015, August). *Less is more: The big ideas of effective classroom instruction*. Invited address presented for the University of Iceland, Reykjavik, Iceland.
28. Marchand-Martella, N. E., & Martella, R. C. (2015, August). *Academics: A focus on explicit instructional strategies*. Invited address presented for the University of Iceland, Reykjavik, Iceland.
29. Martella, R. C., & Marchand-Martella, N. E. (2015, August). *Comprehensive behavior management*. Invited address presented for the University of Iceland, Reykjavik, Iceland.
30. Marchand-Martella, N. E., & Martella, R. C. (2015, August). *MTSS Planning*. Invited address presented for the University of Iceland, Reykjavik, Iceland.
31. Marchand-Martella, N. E., & Martella, R. C. (2015, August). *Supervision of instruction*. Invited address presented for the University of Iceland, Reykjavik, Iceland.
32. Marchand-Martella, N. E. (2015, June). *"I'm college bound!" Promoting literacy success in grades 3 and beyond*. Invited address presented at the McGraw-Hill Education Literacy Leadership Symposium, Monterey, CA.
33. Marchand-Martella, N. E., & Martella, R. C. (2015, April). *Strengthening the literacy intervention curriculum for struggling K-12 students: A focus on adolescent literacy*. Invited address presented to CEC participants. McGraw-Hill School Intervention Group, San Diego, CA.

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34. Marchand-Martella, N. E. (2015, March). *Less is more: The four big ideas of effective classroom instruction*. Invited address presented at the Association of Professional Behavior Analysts Convention, Seattle, WA.
35. Marchand-Martella, N. E. (2015, February). *Best practices in adolescent literacy interventions*. Invited presentation at the Empowering Leadership in Innovation and Literacy California Leadership Symposium, Huntington Beach, CA.
36. Marchand-Martella, N. E. (2014, June). *Best practices in adolescent literacy instruction aligned to the Common Core*. Leadership session presented at the McGraw-Hill School Intervention Group Literacy Summit, Carefree, AZ.
37. Marchand-Martella, N. E., & Martella, R. C. (2014, March). *What's hot for 2014*. Invited address presented to ASCD participants. McGraw-Hill School Intervention Group, Los Angeles, CA.
38. Marchand-Martella, N. E. (2013, November). *Best practices in adolescent literacy instruction aligned to the Common Core*. Leadership session presented for Massachusetts and Rhode Island Literacy Leaders at the McGraw-Hill School Intervention Group Summit, Worcester, MA.
39. Marchand-Martella, N. E. (2013, October). *Effective reading strategies and programs for adolescent learners* (Session 1). Master session presented at the 7th Annual Special Education Leadership Conference, Department of Education, Columbus, OH.
40. Marchand-Martella, N. E. (2013, October). *Effective reading strategies and programs for adolescent learners* (Session 2). Master session presented at the 7th Annual Special Education Leadership Conference, Department of Education, Columbus, OH.
41. Marchand-Martella, N. E., & Martella, R. C. (2013, January). *It's all about the kids!* Invited address presented at the 2013 McGraw-Hill National Sales Meeting, Las Vegas, NV.
42. Marchand-Martella, N. E. (2012, October). *Effective reading strategies and programs for adolescent learners*. Keynote address presented at the Michigan Association for School Psychologists Annual Conference, Bay City, MI.
43. Marchand-Martella, N. E. (2012, June). *It's all about the kids: Efficient learning through Direct Instruction Part I*. Keynote address presented at the 2012 Inland Northwest Direct Instruction Summer Institute, Spokane Valley, WA.
44. Marchand-Martella, N. E. (2012, June). *It's all about the kids: Efficient learning through Direct Instruction Part II*. Invited address presented for Philadelphia Public Schools and McGraw-Hill, Philadelphia, PA.
45. Marchand-Martella, N. E. (2010, April). *Overview, Read to Achieve*. Meet the author and program overview presented at the State of Washington OSPI Striving Readers Grant Kickoff Celebration, Tacoma, WA.
46. Marchand-Martella, N. E. (2006, June). *Why tutoring?* Keynote address presented at the Governor's Institute on Tutoring, Monroeville, PA.
47. Marchand-Martella, N. E. (2005, October). *We CANNOT fail OUR students. They cannot afford it! Neither can we!* Keynote address presented at the Berks County Intermediate Unit, Boyertown, PA.
48. Marchand-Martella, N. E. (2005, February). *Direct instruction: To be or not be? That is the question*. Keynote address presented at the Pennsylvania State Reading Conference, Hershey, PA.
49. Marchand-Martella, N. E. (2003, July). *The downs and ups of being a college professor in Direct Instruction*. Keynote address presented at the Association for Direct Instruction Summer Institute, Colorado Springs, CO.
50. Marchand-Martella, N. E. (1999, August). *Saving Student Ryan: Preventing further casualties of the reading wars*. Key address delivered at the Wisconsin Association for Direct Instruction, Madison, WI.

International/National Conferences

1. Johnson, K. (Chair) & Marchand-Martella, N. E. (Discussant) (2018, May). *Teaching and assessing mathematics, writing, and problem solving with typical and near-typical learners*. Symposium to be presented at the Association for Behavior Analysis International Forty-Fourth Annual Convention, San Diego, CA.
2. Martella, R. C., Marchand-Martella, N. E., & Nelson, J. R. (2018, May). *Validating academic curricular programs: Are single-case designs appropriate?* Paper to be presented at the Association for Behavior Analysis International Forty-Fourth Annual Convention, San Diego, CA.
3. Pulos, J. M., Marchand-Martella, N. E., & Johnson, M. C. (2017, May). *Assessing the effects of Corrective Reading Decoding Level A with a fourth-grade student with a specific learning disability*. Paper presented at the Association for Behavior Analysis International Forty-Third Annual Convention, Denver, CO.
4. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2017, May). *The elements of effective instruction*. Paper presented at the Association for Behavior Analysis International Forty-Third Annual Convention, Denver, CO.
5. Marchand-Martella, N. E., Martella, R. C., Cleanthous, C., & Benner, G. (2016, January). *Improving middle school reading comprehension using Read to Achieve*. Paper presented at the 14th Annual Hawaii International Conference on Education, Honolulu, HI.
6. Marchand-Martella, N. E., Martella, R. C., Cleanthous, C., & Benner, G. (2015, May). *Improving middle school reading comprehension using Read to Achieve*. Paper presented at the Association for Behavior Analysis International Forty-First Annual Convention, San Antonio, TX.
7. Marchand-Martella, N. E., & Martella, R. C. (2014, November). *The big ideas of effective small group instruction*. Paper presented at the Teacher Education Division of the Council for Exceptional Children Conference, Indianapolis, IN.
8. Plavnick, J., Marchand-Martella, N. E., Martella, R. C., Thompson, J., Wood, L., & Kamps, D. (2014, May). *Explicit academic instructional programs and students with ASD: A review of the literature*. Paper presented at the Association for Behavior Analysis International Fortieth Annual Convention, Chicago, IL.
9. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *The big ideas of effective small group instruction for student teachers*. National Field Experience Conference, Greeley, CO.
10. Marchand-Martella, N. E., & Martella, R. C. (2014, January). *Key areas of effective adolescent literacy programs*. Paper presented at the 12th Annual Hawaii International Conference on Education, Honolulu, HI.
11. Marchand-Martella, N. E., Martella, R. C., & Martella, D. M. (2013, May). *Making tier 2, small group guided reading instruction more explicit*. Paper presented at the Association for Behavior Analysis International Thirty-Ninth Annual Convention, Minneapolis, MN.
12. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2013, April). *SRA FLEX Literacy*. Program overview presented at the Council for Exceptional Children Eighty-Ninth Annual Convention, San Antonio, TX.
13. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2012, May). *Effective reading strategies for adolescent learners*. Workshop presented at the Association for Behavior Analysis International Thirty-Eighth Annual Convention, Seattle, WA.
14. Marchand-Martella, N. E., Martella, R. C., & Martella, A. M. (2012, April). *Critical elements of adolescent learners*. Paper presented at the Council for Exceptional Children Eighty-Eighth Annual Convention, Denver, CO.

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15. Marchand-Martella, N. E., & Martella, R. C. (2011, May). *Adolescent literacy instruction and Read to Achieve: Comprehending content area and narrative text*. Workshop/presentation presented at the Association for Behavior Analysis International Thirty-Seventh Annual Convention, Denver, CO.
16. Marchand-Martella, N. E., & Martella, R. C. (2009, November). *Key aspects of an effective adolescent literacy program*. Paper presented at the International Dyslexia Association Annual Convention, Orlando, FL.
17. Marchand-Martella, N. E., & Martella, R. C. (2009, April). *Read to Achieve: Improving adolescent comprehension in content-area and narrative text*. Paper presented at the Council for Exceptional Children Eighty-Fifth Annual Convention, Seattle, WA.
18. Marchand-Martella, N. E., Martella, R. C., & Peterson, J. (2009, April). *Assessing the effects of a phonics-based reading program*. Paper presented at the Council for Exceptional Children Eighty-Fifth Annual Convention, Seattle, WA.
19. Marchand-Martella, N. E., Martella, R. C., & Peterson, J. (2008, May). *Assessing the effects of Corrective Reading Decoding Level B1*. Paper presented at the Association for Behavior Analysis Thirty-Fourth Annual Convention, Chicago, IL.
20. Martella, R. C., Marchand-Martella, N. E., & Benner, G. (2007, May). *An examination of three-tiered reading and behavioral systems for students with or without behavioral disorders*. Paper presented at the Association for Behavior Analysis Thirty-Third Annual Convention, San Diego, CA.
21. Marchand-Martella, N. E., Reed, J., Martella, R. C., & Kolts, R. L. (2005, January). *Assessing the effects of the Reading Success program*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
22. Martella, R. C., & Marchand-Martella, N. E. (2005, January). *School-wide behavior management planning*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
23. Marchand-Martella, N. E. (2004, May). *Help for struggling readers in grades 3-12: Implementing a Corrective Reading tutorial program*. Paper presented at the International Reading Association National Convention, Reno, NV.
24. Marchand-Martella, N. E. (2004, April). *Help for struggling adolescent readers: Implementation of a Corrective Reading tutorial program*. Paper presented at the International Council for Exceptional Children Annual Convention, New Orleans, LA.
25. Marchand-Martella, N. E., & Martella, R. C. (2004, January). *Using Corrective Reading with struggling adolescent readers*. Paper presented at the International Hawaii Conference on Education, Honolulu, HI.
26. Martella, R. C., & Marchand-Martella, N. E. (2004, January). *Conducting functional behavioral and academic assessments*. Paper presented at the International Hawaii Conference on Education, Honolulu, HI.
27. Marchand-Martella, N. E., & Martella, R. C. (2003, January). *Using Corrective Reading with struggling adolescent readers*. Paper presented at the International Hawaii Conference on Education, Honolulu, HI.
28. Martella, R. C., & Marchand-Martella, N. E. (2003, January). *Conducting functional behavioral and academic assessments*. Paper presented at the International Hawaii Conference on Education, Honolulu, HI.
29. LaVigne, S., Martella, R. C., Simonsen, F., & Marchand-Martella, N. E. (2002, May). *Using self-recording as an alternative behavior within the context of a functional behavioral assessment*. Paper presented at the Association for Behavior Analysis Twenty-Eighth Annual Convention, Toronto, Canada.
30. Weisburg, P., Slocum, T., Waldron-Soler, K., Marchand-Martella, N. E., & Martella, R. C. (2002, May). *Extending the use of Direct Instruction*. Paper presented at the Association for Behavior Analysis Twenty-Eighth Annual Convention, Toronto, Canada.

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31. Martella, R. C., Marchand-Martella, N. E., Slocum, T., Waldron-Soler, K., & LaVigne, S. (2001, May). *Direct Instruction: Why aren't we loved?* Paper presented at the Association for Behavior Analysis Twenty-Seventh Annual Convention, New Orleans, LA.
32. Tarver, S., Snider, V., Marchand-Martella, N. E., & Martella, R. C. (2000). *Workshop: Direct Instruction*. Workshop presented at the Association for Behavior Analysis Twenty-Sixth Annual Convention, Washington, DC.
33. Herzog, N., Marchand-Martella, N. E., Martella, R. C., & Ebey, T. (2000, May). *Assessing the alignment between the Reading Mastery Program and the Qualitative Reading Inventory-II*. Paper presented at the Association for Behavior Analysis Twenty-Sixth Annual Convention, Washington, DC.
34. Marchand-Martella, N. E., Martella, R. C., & Ebey, T. (2000, May). *Year 3 of a Corrective Reading program implemented by high school peer tutors*. Paper presented at the Association for Behavior Analysis Twenty-Sixth Annual Convention, Washington, DC.
35. Van Doren, B., & Marchand-Martella, N. E. (2000, May). *Assessing the efficacy of the Teach Your Child to Read in 100 Easy Lessons program*. Paper presented at the Association for Behavior Analysis Twenty-Sixth Annual Convention, Washington, DC.
36. Bettis, D. F., McGlocklin, L., Horner, S., Drouin, D., Williams, J., Cook, B., Marchand-Martella, N. E., & Martella, R. C. (1999, May). *Assessing the effects of the Spelling Mastery program with first through sixth grade students*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
37. Marchand-Martella, N. E., Martella, R. C., Bettis, D. F., Ellis, S., Orlob, M., & Riddle, C. (1999, May). *Effects of a peer-delivered corrective reading program with repeated reading on the reading performance of at-risk secondary students: An examination across four high schools*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
38. Marchand-Martella, N. E., Martella, R. C., Denny, M., Reilly, J. R., Reilly, J. F., & Cleanthous, C. C. (1999, May). *Using parent-delivered graduated guidance to teach functional living skills to a child with Cri Du Chat Syndrome*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
39. Martella, R. C., Dalton, T., & Marchand-Martella, N. E. (1999, May). *The effects of a self-management program in reducing off-task behavior of middle school students with disabilities with corresponding teacher ratings of student performance*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
40. Martella, R. C., Price, A. T., Marchand-Martella, N. E., & Cleanthous, C. C. (1999, May). *A comparison of immediate feedback delivered via an FM headset versus delayed feedback on the inappropriate verbalizations of a student with ADHD*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
41. Waldron-Soler, K., Martella, R. C., Marchand-Martella, N. E., & Ebey, T. (1999, May). *Effects of choice making as a reinforcer on task responding in children with and without developmental disabilities*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
42. Waterbury, L., Mott, C., Marchand-Martella, N. E., Martella, R. C., & Nelson, J. R. (1999, May). *Assessing the effects of the sound partners reading program with at-risk first through third grade students*. Paper presented at the Association for Behavior Analysis Twenty-Fifth Annual Convention, Chicago, IL.
43. Marchand-Martella, N. E., Martella, R. C., Denny, M., Reilly, J. R., Reilly, J. F., & Cleanthous, C. C. (1999, February). *Using parent-delivered graduated guidance to teach functional living skills to a child with Cri Du Chat Syndrome*. Paper presented at the 6th Annual International Conference on Mental Retardation and Other

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Developmental Disabilities, Council for Exceptional Children, Division of Mental Retardation and Other Developmental Disabilities (CEC-MRDD), Maui, HI.

44. Martella, R. C., Dalton, T., & Marchand-Martella, N. E. (1999, February). *The effects of a self-management program in reducing off-task behavior of middle school students with disabilities with corresponding teacher ratings of student performance*. Paper presented at the 15th Pacific Rim Conference on Disabilities, Center on Disability Studies Hawai'i University Affiliated Program (UAP), University of Hawai'i, Honolulu, HI.
45. Martella, R. C., Dalton, T., & Marchand-Martella, N. E. (1999, February). *The effects of a self-management program in reducing off-task behavior of middle school students with disabilities with corresponding teacher ratings of student performance*. Paper presented at the 6th Annual International Conference on Mental Retardation and Other Developmental Disabilities, Council for Exceptional Children, Division of Mental Retardation and Other Developmental Disabilities (CEC-MRDD), Maui, HI.
46. Ebey, T., Marchand-Martella, N. E., & Martella, R. C. (1998, May). *Teaching children to read using parents as early reading instructors: A preliminary investigation*. Paper presented at the Association for Behavior Analysis Twenty-Fourth Annual Convention, Orlando, FL.
47. Marchand-Martella, N. E., & Martella, R. C. (1998, May). *School-wide enhancements of special education for children: Using high school students as same-age tutors using the corrective reading program*. Paper presented at the Association for Behavior Analysis Twenty-Fourth Annual Convention, Orlando, FL.
48. Martella, R. C., Marchand-Martella, N. E., Young, K. R., Slocum, T., Heward, W. L., & Bass, R. F. (1997, May). *Teaching behavior analysis: A snapshot of behavioral programs in special education across the country*. Paper presented at the Association for Behavior Analysis Twenty-Third Annual Convention, Chicago, IL.
49. Nelson, J. R., & Marchand-Martella, N. E. (1997, May). *A comparative analysis of the effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders*. Paper presented at the Association for Behavior Analysis Twenty-Third Annual Convention, Chicago, IL.
50. Huber, G., Marchand-Martella, N. E., Martella, R. C., & Wood, W. S. (1996, May). *Assessing the long-term maintenance of abduction prevention skills by disadvantaged preschoolers*. Paper presented at the Association for Behavior Analysis Twenty-Second Annual Convention, San Francisco, CA.
51. Martella, R. C. [chair], Marchand-Martella, N. E. [discussant], Williams, R. L., Miller, T. L., Hallenback, B. A., Morgan, R., & Lignugaris/Kraft, B. (1996, May). *Teaching behavior analysis: Designing effective coursework in teacher preparation programs*. Paper presented at the Association for Behavior Analysis Twenty-Second Annual Convention, San Francisco, CA.
52. Marchand-Martella, N. E. [Chair], Martella, R. C. [discussant], Williams, R. L., Williams, B. F., Daly, P. M., & Bass, R. (1995, May). *Teaching behavior analysis: Programmatic issues in education*. Paper presented at the Association for Behavior Analysis Twenty-First Annual Convention, Washington, DC.
53. Huber, G., Neal, C., Wood, W. S., Marchand-Martella, N. E., & Martella, R. C. (1994, May). *Teaching safety skills to preschoolers in a university Head Start program*. Paper presented at the Association for Behavior Analysis Twentieth Annual Convention, Atlanta, GA.
54. Marchand-Martella, N. E. (1994, May). *Research on safety instruction with individuals with disabilities: Generalization and observational learning effects*. Invited discussion paper presented at the Association for Behavior Analysis Twentieth Annual Convention, Atlanta, GA.
55. Marchand-Martella, N. E., & Lignugaris/Kraft, B. (1993, May). *Reliability of a Direct Instruction practicum observation instrument using cooperating teachers and student teachers as supervisors*. Paper presented at the Association for Behavior Analysis Nineteenth Annual Convention, Chicago, IL.

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56. Marchand-Martella, N. E., Martella, R. C., & Lignugaris/Kraft, B. (1993, May). *A comparison of observation durations using a direct instruction observation instrument*. Paper presented at the Association for Behavior Analysis Nineteenth Annual Convention, Chicago, IL.
57. Marchand-Martella, N. E. (1992, May). *Teaching first-aid skills to persons with disabilities*. Invited discussion paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.
58. Marchand-Martella, N. E., & Lignugaris/Kraft, B. (1992, May). *The evaluation of a Direct Instruction observation instrument for preservice teachers using student teachers, university staff, and cooperating teachers as supervisors*. Invited symposium paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.
59. Marchand-Martella, N. E., & Martella, R. C. (1992, May). *Using peers with intellectual disabilities as first-aid instructors for students with moderate disabilities*. Paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.
60. Martella, R. C., Marchand-Martella, N. E., & Agran, A. (1992, May). *Problem solving to prevent accidents in supported employment*. Paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.
61. Martella, R. C., Marchand-Martella, N. E., & Agran, A. (1992, May). *Using a problem-solving strategy to prevent work-related accidents due to unsafe worker behavior*. Paper presented at the Association for Behavior Analysis Eighteenth Annual Convention, San Francisco, CA.
62. Fiechtel, B., Christensen, A. M., Marchand-Martella, N. E., Martella, R. C., & Christensen, B. (1991, May). *Teaching preschoolers with disabilities to obtain assistance when injured*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
63. Gassman, G. W., Lignugaris/Kraft, B., & Marchand-Martella, N. E. (1991, May). *The integration of peer and cooperating teacher supervisors for special education preservice teachers*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
64. Marchand-Martella, N. E., Lignugaris/Kraft, B., & Pettigrew, T. (1991, May). *The development and evaluation of a Direct Instruction teaching observation measure for preservice teachers*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
65. Marchand-Martella, N. E., Martella, R. C., Christensen, A. M., Christensen, B., & Agran, A. (1991, May). *Using peer tutors with mild handicaps to aid in the acquisition, generalization, and maintenance of first-aid skills by students with severe handicaps*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
66. Martella, R. C., Marchand-Martella, N. E., Allen, S. M., Alsop, S., & Agran, M. (1991, May). *Using a problem-solving paradigm to teach work-related safety skills to persons with mental retardation*. Paper presented at the Association for Behavior Analysis Seventeenth Annual Convention, Atlanta, GA.
67. Agran, M., Martella, R. C., & Marchand-Martella, N. E. (1990, December). *Teaching job-related safety skills to individuals with severe disabilities*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, Chicago, IL.
68. Marchand-Martella, N. E., Agran, M., Martella, R. C., & Young, K. R. (1990, December). *The acquisition, generalization, and maintenance of first-aid skills*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, Chicago, IL.
69. Martella, R. C., Agran, M., & Marchand-Martella, N. E. (1990, December). *An investigation and descriptive analysis of unsafe work behaviors*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, Chicago, IL.

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70. Agran, M., Marchand-Martella, N. E., Martella, R. C., Spooner, F., Stem, B., Test, D., & Young, K. R. (1990, May). *Teaching first-aid skills to individuals with handicaps*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
71. Agran, M., Martin, J. E., Martella, R. C., & Marchand-Martella, N. E. (1990, May). *Consumer-directed supported employment for persons with developmental disabilities and/or chronic mental illness*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
72. Leonard, I. J., Martella, R. C., Marchand-Martella, N. E., McCollum, C., & Cheney, D. (1990, May). *Assessing the effects of a self-monitoring program via a changing criterion/multiple baseline design: Reducing the inappropriate verbalizations of an adolescent with severe handicaps*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
73. Marchand-Martella, N. E., Martella, R. C., Agran, M., & Young, K. R. (1990, May). *Teaching first-aid skills to students without handicaps: Collecting validation data on latency and duration of first-aid treatment of injuries*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
74. Marchand-Martella, N. E., Martella, R. C., Agran, M., Young, K. R., Meshew, C., & Hall, A. M. (1990, May). *The acquisition, generalization, and maintenance of first-aid skills by children with mild mental retardation*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
75. Martella, R. C., Marchand-Martella, N. E., Agran, M., & Pyfer, T. (1990, May). *Teaching an adaptability-oriented, problem-solving strategy in a job-support group for persons with developmental disabilities or chronic mental illness*. Paper presented at the Association for Behavior Analysis Sixteenth Annual Convention, Nashville, TN.
76. Marchand-Martella, N. E., Martella, R. C., & Young, K. R. (1989, December). *Peer tutor training: Using positive programming to improve classroom behavior in an adolescent with severe handicaps*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, San Francisco, CA.
77. Martella, R. C., Marchand-Martella, N. E., & Macfarlane, C. A. (1989, December). *Paraprofessional training: Using functional analysis and positive programming to improve classroom behavior in an adolescent with severe handicaps*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, San Francisco, CA.
78. Young, K. R., Macfarlane, C. A., Martella, R. C., Marchand-Martella, N. E., & Long, C. (1989, December). *Helping students with severe behavior problems succeed in public school settings: Computer-assisted program management*. Paper presented at The Association for Persons with Severe Handicaps Annual Conference, San Francisco, CA.
79. Macfarlane, C. A., Martella, R. C., Marchand-Martella, N. E., Young, K. R., Roundy, K. J., & Long, C. Y. (1989, May). *Paraprofessional training: Using functional analysis and positive programming to improve classroom behavior in an adolescent with severe handicaps*. Paper presented at the Association for Behavior Analysis Fifteenth Annual Convention, Milwaukee, WI.
80. Agran, M., Marchand-Martella, N. E., & Martella, R. C. (1989, May). *Teaching problem-solving skills through the use of self-instructional or verbal rehearsal strategies*. Paper presented at the Association for Behavior Analysis Fifteenth Annual Convention, Milwaukee, WI.
81. Martella, R. C., Marchand-Martella, N. E., Macfarlane, C. A., & Young, K. R. (1989, May). *Peer tutor training: Using positive programming to improve classroom behavior in a handicapped adolescent*. Paper presented at the Association for Behavior Analysis Fifteenth Annual Convention, Milwaukee, WI.
82. Marchand-Martella, N. E., Martella, R. C., Pattavina, S., & Bergstrom, T. (1989, May). *Long-term maintenance and generalization of first-aid skills by handicapped youths*. Paper presented at the Association for Behavior Analysis Fifteenth Annual Convention, Milwaukee, WI.

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83. Bergstrom, T., Pattavina, S., Tuttle, J., Martella, R. C., & Marchand-Martella, N. E. (1988, May). *Teaching three functional community skills to a handicapped adolescent*. Paper presented at the Association for Behavior Analysis Fourteenth Annual Convention, Philadelphia, PA.
84. Marchand-Martella, N. E., & Martella, R. C. (1988, May). *Teaching first-aid skills to handicapped youths*. Paper presented at the Association for Behavior Analysis Fourteenth Annual Convention, Philadelphia, PA.
85. Martella, R. C., Marchand-Martella, N. E., & Foxx, R. M. (1988, May). *The acquisition, maintenance, and generalization of problem solving skills by closed head injured adults*. Paper presented at the Association for Behavior Analysis Fourteenth Annual Convention, Philadelphia, PA.
86. Marchand-Martella, N. E., Martella, R. C., Foxx, R. M., Braunling-McMorrow, D., & McMorrow, M. (1987, October). *Teaching a problem solving strategy to closed head injured adults*. Paper presented at the Braintree Head Injury Conference, Braintree, MA.
87. Marchand-Martella, N. E., Martella, R. C., Foxx, R. M., Braunling-McMorrow, D., & McMorrow, M. (1987, May). *Teaching a problem solving strategy to closed head injured adults*. Paper presented at the Association for Behavior Analysis Thirteenth Annual Convention, Nashville, TN.

Webinars

1. Marchand-Martella, N. E. (2018, April). *Secondary literacy intervention: Five strategies for success*. Webinar presented for SRA/McGraw-Hill.
2. Marchand-Martella, N. E. (2016, October). *Three proven intervention and remediation strategies for effective instruction: Explicit instruction—The key to effective differentiated instruction*. Webinar presented for SRA/McGraw-Hill.
3. Marchand-Martella, N. E. (2016, March). *Effective strategies and programs for adolescent learners*. Webinar presented for SRA/McGraw-Hill.
4. Marchand-Martella, N. E. (2015, October). *A review of explicit and systematic scripted instructional programs for students with autism spectrum disorder: A look at Direct Instruction programs*. Webinar presented for SRA/McGraw-Hill.
5. Marchand-Martella, N. E. (2015, October). *"I'm college bound!" Promoting college and career readiness skills*. Webinar presented for SRA/McGraw-Hill.
6. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *Strengthening the literacy intervention curriculum for struggling K-12 students*. Webinar presented for SRA/McGraw-Hill.
7. Martella, R. C. & Marchand-Martella, N. E. (2013, December). *Current trends in reading: Highlighting SRA FLEX Literacy*. Webinar presented for District Administration Showcase.
8. Martella, R. C. & Marchand-Martella, N. E. (2013, November). *Grade-level expectations based on Lexiles*. Webinar presented for SRA/McGraw-Hill.
9. Martella, R. C. & Marchand-Martella, N. E. (2013, November). *Grade-level expectations based on Lexiles*. Webinar presented for SRA/McGraw-Hill.
10. Martella, R. C. & Marchand-Martella, N. E. (2013, October). *Promoting better classroom behavior through effective instruction*. Webinar presented for SRA/McGraw-Hill.
11. Martella, R. C. & Marchand-Martella, N. E. (2013, July). *SRA FLEX Literacy data and research base*. Webinar presented for SRA/McGraw-Hill.

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12. Marchand-Martella, N. E., & Martella, R. C. (2012, October). *The elements of effective adolescent literacy instruction*. Webinar presented for SRA/McGraw-Hill.
13. Marchand-Martella, N. E., & Martella, R. C. (2012, October). *Meeting the common core state standards in middle school using Read to Achieve*. Webinar presented for SRA/McGraw-Hill.
14. Marchand-Martella, N. E., & Martella, R. C. (2012, October). *Beyond the book: Preparing students for college and career readiness*. Webinar presented for SRA/McGraw-Hill.
15. Marchand-Martella, N. E., & Martella, R. C. (2012, August). *Explicit instruction and social constructivism: Are they really that different?* Webinar presented for SRA/McGraw-Hill.
16. Marchand-Martella, N. E., & Martella, R. C. (2011, October). *Explicit instruction*. Webinar presented for SRA/McGraw-Hill.
17. Marchand-Martella, N. E., & Martella, R. C. (2010, December). *Read to Achieve*. Webinar presented for SRA/McGraw-Hill.
18. Marchand-Martella, N. E., & Martella, R. C. (2009, February). *Building adolescent literacy into an RtI model*. Webinar presented for SRA/McGraw-Hill.
19. Marchand-Martella, N. E., & Martella, R. C. (2009, February). *What you should know about adolescent literacy*. Webinar presented for SRA/McGraw-Hill.

Regional/State Conferences/Summits/Institutes

1. Marchand-Martella, N. E. (2018, May). *K-12 research-based literacy practices*. Address presented at the Doubling Down on MTSS and RTI Success: Lessons Learned in Getting to the Next Level of Research-Based Practices, Naperville, IL.
2. Marchand-Martella, N. E. (2018, May). *Strategic doing: Interactive session to enhance your K-12 language arts practices*. Address presented at the Doubling Down on MTSS and RTI Success: Lessons Learned in Getting to the Next Level of Research-Based Practices, Naperville, IL.
3. Marchand-Martella, N. E. (2018, April). *K-12 research-based literacy practices*. Address presented at the Trauma-Informed MTSS/RTI: Practical and Evidence-Based Practices Institute, New Orleans, LA.
4. Marchand-Martella, N. E. (2017, November). *Elementary literacy practices*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Oklahoma City, OK.
5. Marchand-Martella, N. E. (2017, November). *Secondary literacy practices*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Oklahoma City, OK.
6. Marchand-Martella, N. E., & Martella, R.C. (2017, November). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Oklahoma City, OK.
7. Marchand-Martella, N. E. (2017, October). *Elementary literacy practices*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Tacoma, WA.
8. Marchand-Martella, N. E. (2017, October). *Secondary literacy practices*. Address presented at the Ensuring Practical and Scientifically Sound MTSS/RTI Institute, Tacoma, WA.
9. Marchand-Martella, N. E. (2017, September). *Effective reading instruction across tiers 6-12*. Address presented at the Ensuring Quality MTSS/RTI Implementation, Lincoln, NE.

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10. Marchand-Martella, N. E. (2017, September). *Effective reading instruction across tiers K-5*. Address presented at the Ensuring Quality MTSS/RTI Implementation Institute, Lincoln, NE.
11. Marchand-Martella, N. E. (2017, August). *Teach like Kevin Bacon: What research-based instruction looks like*. Address presented at the Ensuring Quality MTSS/RTI Implementation Institute, Lincoln, NE.
12. Marchand-Martella, N. E., & Martella, R. C. (2017, April). *Less is more: The four big ideas of effective classroom instruction*. Address presented at the Advanced Institute Expanding MTSS/RTI and Ensuring Results, New Orleans, LA.
13. Marchand-Martella, N. E. (2017, April). *Elementary literacy practices*. Address presented at the Advanced Institute Expanding MTSS/RTI and Ensuring Results, New Orleans, LA.
14. Marchand-Martella, N. E. (2017, April). *Secondary literacy practices*. Address presented at the Advanced Institute Expanding MTSS/RTI and Ensuring Results, New Orleans, LA.
15. Marchand-Martella, N. E. (2017, January). *Elementary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Houston, TX.
16. Marchand-Martella, N. E. (2017, January). *Secondary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Houston, TX.
17. Marchand-Martella, N. E. (2016, November). *Elementary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Chattanooga, TN.
18. Marchand-Martella, N. E. (2016, November). *Secondary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, Chattanooga, TN.
19. Marchand-Martella, N. E. (2016, April). *Elementary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, New Orleans, LA.
20. Marchand-Martella, N. E. (2016, April). *Secondary literacy strategies and programs for successful MTSS implementations*. Address presented at the Advanced Institute Integrating Behavior Support, Research-based Literacy Practices and Law K-12: Getting RTI and MTSS to the Next Level, New Orleans, LA.
21. Marchand-Martella, N. E. (2013, May). *Effective reading strategies and programs for adolescent learners*. Invited presentation delivered at the San Diego International Dyslexia Association 4th Annual Conference, San Diego, CA.
22. Marchand-Martella, N. E. (2011, August). *Best practices in adolescent literacy-Part I*. Invited presentation delivered at the Macomb Intermediate School District and McGraw-Hill Education Group RTI Summit, Clinton Township, MI.
23. Marchand-Martella, N. E. (2011, August). *Best practices in adolescent literacy-Part II*. Invited presentation delivered at the Macomb Intermediate School District and McGraw-Hill Education Group RTI Summit, Clinton Township, MI.
24. Marchand-Martella, N. E. (2011, August). *Read to Achieve: Teaching content area and advanced narrative skills and strategies to adolescent learners*. Invited presentations delivered at the McGraw-Hill Education Group RTI Summit, Detroit, MI.

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25. Marchand-Martella, N. E. (2011, April). *"I don't understand what I read;" Vocabulary and comprehension strategies for students in grades 3-5*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Atlanta, GA.
26. Marchand-Martella, N. E. (2011, April). *Critical elements of adolescent literacy instruction: Grades 6-12*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Atlanta, GA.
27. Marchand-Martella, N. E. (2011, April). *Critical elements of adolescent literacy instruction: Grades 6-12 (Session 1)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, San Francisco, CA.
28. Marchand-Martella, N. E. (2011, April). *"I don't understand what I read;" Vocabulary and comprehension strategies for students in grades 3-5*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, San Francisco, CA.
29. Marchand-Martella, N. E. (2011, April). *Critical elements of adolescent literacy instruction: Grades 6-12 (Session 2)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, San Francisco, CA.
30. Marchand-Martella, N. E. (2011, February). *Read to Achieve: Teaching content area and advanced narrative skills and strategies to adolescent learners*. Nebraska State Reading Association Thirty-Eighth Annual Conference. Kearney, NE.
31. Marchand-Martella, N. E. (2010, October). *"I don't understand what I read;" Content-area and advanced narrative text strategies for adolescent readers (Session 1)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Chicago, IL.
32. Marchand-Martella, N. E. (2010, October). *"I don't understand what I read;" Content-area and advanced narrative text strategies for adolescent readers (Session 2)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Chicago, IL.
33. Marchand-Martella, N. E. (2010, May). *Elements of effective adolescent literacy instruction (Session 1)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Chicago, IL.
34. Marchand-Martella, N. E. (2010, May). *Elements of effective adolescent literacy instruction (Session 2)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Chicago, IL.
35. Marchand-Martella, N. E. (2010, April). *Elements of effective adolescent literacy instruction (Session 1)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Orlando, FL.
36. Marchand-Martella, N. E. (2010, April). *Elements of effective adolescent literacy instruction (Session 2)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Orlando, FL.
37. Marchand-Martella, N. E. (2010, April). *Elements of effective adolescent literacy instruction (Session 1)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Dallas, TX.
38. Marchand-Martella, N. E. (2010, April). *Elements of effective adolescent literacy instruction (Session 2)*. Invited presentation delivered at the McGraw-Hill Education Group Intervention Summit, Dallas, TX.
39. Marchand-Martella, N. E. (2009, July). *Best practices in adolescent literacy instruction*. Paper delivered at the Texas Council of Administrators of Special Education (TCASE) Summer Camp Conference, Fort Worth, TX.
40. Marchand-Martella, N. E. (2006, October). *Research-based reading interventions*. Paper delivered at the Washington State Association for School Psychologists (WSASP) Conference, Spokane, WA.

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41. Martella, R. C., Crawford, D., Cooke, B., & Marchand-Martella, N. E., (2004, January). *Improving the math skills of students with special needs in upper elementary and middle school settings with Project AIM: Achievement In Mathematics*. Paper presented at the Eleventh Annual Office of Superintendent of Public Instruction's January Conference, Spokane, WA.
42. Marchand-Martella, N. E. (2002, April). *Project PALS*. Invited presentation at the Washington State Literacy Summit/Governor's Office Conference, Seattle, WA.
43. Marchand-Martella, N. E. (2002, March). *Managing Corrective Reading implementations in upper elementary through high school settings*. Invited presentation at the Northwest Spring Direct Instruction Conference, Spokane, WA.
44. Reilly, J., Marchand-Martella, N. E., Martella, R. C., Denny, M., Reilly, J., & Cleanthous, C. C. (1998). *Using parent-delivered graduated guidance to teach functional living skills to a child with Cri Du Chat Syndrome*. Paper presented at the Northwest Association for Behavior Analysis, Spokane, WA.
45. Ebey, T. L., Marchand-Martella, N. E., Martella, R. C., & Nelson, J. R. (1998, October). *Teaching children to read using parents as early reading instructors: A preliminary investigation*. Paper presented at the Northwest Association for Behavior Analysis, Spokane, WA.
46. Marchand-Martella, N. E. (1998, October). *Effects of a peer-delivered Corrective Reading program with repeated reading on the reading performance of at-risk high school students*. Invited presentation at the Northwest Association for Behavior Analysis, Spokane, WA.
47. Marchand-Martella, N. E. (1998, October). *Promoting phonemic awareness through the "Teach your Child to Read in 100 Easy Lessons" program*. Invited presentation at the Northwest Association for Behavior Analysis, Spokane, WA.
48. Marchand-Martella, N. E., McAuliffe, L., Ebey, T., Roedder, L., Stenhoff, D., Messinger, J., & Schriber, S. (1996, December). *Teaching parents to provide early reading instruction to their children*. Paper presented at the Spokane Association for Direct Instruction, Spokane, WA.
49. Huber, G., Marchand-Martella, N. E., Martella, R. C., & Wood, W.S. (1995, October). *Assessing the long-term maintenance of abduction prevention skills by disadvantaged preschoolers*. Paper presented at the Northwest Association for Behavior Analysis Conference, Eugene, OR.
50. Johnson, A., Nelson, J. R., & Marchand-Martella, N. E. (1995, October). *A comparative analysis of the effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders*. Northwest Association for Behavior Analysis Conference, Eugene, OR.
51. Courson-Krause, P. S., Marchand-Martella, N. E., & Martella, R. C. (1994, October). *Reducing negative comments through self-monitoring and contingency contracting*. Paper presented at the Northwest Association for Behavior Analysis Sixth Annual Convention, Seattle, WA.
52. Marchand-Martella, N. E., & Martella, R. C. (1994, May). *Inclusion of students with disabilities through self-monitoring training*. Paper presented at the 1994 Montana Council for Exceptional Children Conference, Missoula, MT.
53. Marchand-Martella, N. E., & Lignugaris/Kraft, B. (1993, October). *Reliability of a Direct Instruction practicum observation instrument using cooperating teachers and student teachers as supervisors*. Paper presented at the Northwest Association for Behavior Analysis Fifth Annual Convention, Spokane, WA.
54. Marchand-Martella, N. E., & Martella, R. C. (1993, October). *A Direct Instruction observation instrument for supervisors*. Invited address presented at the Northwest Association for Behavior Analysis Fifth Annual Convention, Spokane, WA.

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55. Marchand-Martella, N. E., Martella, R. C., & Lignugaris/Kraft, B. (1993, October). *A comparison of observation durations using a direct instruction observation instrument*. Paper presented at the Northwest Association for Behavior Analysis Annual Convention, Spokane, WA.
56. Siekawitch, S., Marchand-Martella, N. E., Martella, R. C., & Grigsby, D. (1993, October). *Using self-monitoring and modeling with feedback to teach first-aid skills to a young child*. Paper presented at the Northwest Association for Behavior Analysis Fifth Annual Convention, Spokane, WA.
57. Agran, M., Martella, R. C., & Marchand-Martella, N. E. (1991, June). *Teaching work-related safety skills to individuals in supported employment*. Paper presented at the Current Practices in Educating Students with Severe or Profound Handicaps Conference, Logan, Utah.
58. Christensen, A. M., Marchand-Martella, N. E., Martella, R. C., & Christensen, B. (1991, April). *Teaching preschoolers with disabilities to obtain adult assistance when injured*. Paper presented at the Sigma Xi Scientific Research Poster Award, Utah State University, Logan, UT.
59. Marchand-Martella, N. E. (1991, June). *Direct Instruction techniques and supervisory practices for teachers of students with disabilities*. Paper presented at the Current Practices in Educating Students with Severe or Profound Handicaps Conference, Logan, Utah.
60. Marchand-Martella, N. E., & Martella, R. C. (1990, June). *Teaching first aid and safety skills to students with severe disabilities*. Paper presented at the Current Practices in Educating Students with Severe or Profound Handicaps Conference, Logan, Utah.
61. Marchand-Martella, N. E., & Martella, R. C. (1990, April). *Long-term maintenance and generalization of first-aid skills by handicapped youths*. Paper presented at the SIGMA XI Scientific Research Poster Competition, Utah State University, Logan, Utah.
62. Martella, R. C., & Marchand-Martella, N. E. (1990, September). *Using peer tutors to aid in the acquisition, generalization, and maintenance of first-aid skills by students with handicaps*. Paper presented at the Utah Federation Council for Exceptional Children Conference, Park City, Utah.
63. Macfarlane, C. A., Marchand-Martella, N. E., Martella, R. C., & Roundy, K. J. (1989, June). *Paraprofessional and peer tutor training: Using functional analysis and positive programming to improve classroom behavior in an adolescent with severe handicaps*. Paper presented at the Thirteenth Annual Conference on Intervention Procedures For Exceptional Children, Logan, Utah.

Out of State Workshops/Inservices

1. Marchand-Martella, N. E., & Martella, R. C. (2018, January). *Teaching expectations: What we know about effective instruction for academics can be used to improve behavior*. Michigan's Integrated Behavior and Learning Support Initiative, Kalamazoo, MI.
2. Marchand-Martella, N. E. (2017, October). *Direct instruction*. Texas Education Service Center Region 8, Pittsburg, TX.
3. Shinn, M. R., & Marchand-Martella, N. E. (2017, June). *Proactive design of appropriately intensive K-12 reading and language arts in an MTSS model*. McGraw-Hill Achievement Institute, Orlando, FL.
4. Marchand-Martella, N. E. (2017, June). *The elements of effective instruction*. McGraw-Hill Achievement Institute, Orlando, FL.
5. Marchand-Martella, N. E. (2017, January). *When it comes to effective instruction, remember to be like Kevin Bacon*. Michigan's Integrated Behavior and Learning Support Initiative, Kalamazoo, MI.
6. Marchand-Martella, N. E. (2017, January). *Less is more: The four big ideas of effective instruction*. Michigan's Integrated Behavior and Learning Support Initiative, Kalamazoo, MI.

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7. Marchand-Martella, N. E. (December, 2016). *Secondary literacy strategies: Enhancing performance on high stakes assessments*. Cleveland Metropolitan School District Administrators, Orlando, FL.
8. Marchand-Martella, N. E. (2016, November). *Read to Achieve*. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi). Kalamazoo, MI.
9. Marchand-Martella, N. E. (2016, November). *Read to Achieve and the ELA CCSS for grades 6 and above*. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi). Kalamazoo, MI.
10. Marchand-Martella, N. E. (2016, October). *The elements of effective instruction*. Cleveland Metropolitan School District, Cleveland, OH.
11. Marchand-Martella, N. E. (2015, October). *The basics of content area literacy for middle school and high school students*. Michigan's Integrated Behavior and Learning Support Initiative, Grand Rapids, MI.
12. Marchand-Martella, N. E. (2015, October). *Beyond the basics of content area literacy: A focus on college readiness skills for middle school and high school students*. Michigan's Integrated Behavior and Learning Support Initiative, Grand Rapids, MI.
13. Marchand-Martella, N. E. (2015, September). *Tier 1 secondary content area literacy (teacher training)*. Michigan's Integrated Behavior and Learning Support Initiative, East Lansing, MI.
14. Marchand-Martella, N. E. (2015, September). *Tier 1 secondary content area literacy (facilitator training)*. Michigan's Integrated Behavior and Learning Support Initiative, East Lansing, MI.
15. Marchand-Martella, N. E. (2015, February). *Tier 1 secondary content area literacy (facilitator training)*. Michigan's Integrated Behavior and Learning Support Initiative, Houghton, MI.
16. Marchand-Martella, N. E. (2015, February). *Tier 1 secondary content area literacy (teacher training)*. Michigan's Integrated Behavior and Learning Support Initiative, Houghton, MI.
17. Marchand-Martella, N. E. (2014, November). *Tier 1 secondary content area literacy (facilitator training)*. Michigan's Integrated Behavior and Learning Support Initiative, Lansing, MI.
18. Marchand-Martella, N. E. (2014, November). *Tier 1 secondary content area literacy (teacher training)*. Michigan's Integrated Behavior and Learning Support Initiative, Lansing, MI.
19. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *Best practices in secondary/tertiary level reading intervention for English learners (ELs)*. McGraw-Hill Education, Marco Island, FL.
20. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *Current trends in reading highlighting SRA FLEX Literacy*. McGraw-Hill Education, Marco Island, FL.
21. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *Text complexity*. McGraw-Hill Education, Marco Island, FL.
22. Marchand-Martella, N. E., & Martella, R. C. (2014, October). *What's hot in reading for 2015*. McGraw-Hill Education, Marco Island, FL.
23. Martella, R. C. & Marchand-Martella, N. E. (2014, October). *Behavior management: An important component of instructional design within SRA FLEX Literacy*. McGraw-Hill Education, Marco Island, FL.
24. Martella, R. C. & Marchand-Martella, N. E. (2014, October). *Grade-level expectations based on Lexiles*. McGraw-Hill Education, Marco Island, FL.
25. Martella, R. C., & Marchand-Martella, R. C. (2014, October). *SRA FLEX Literacy data and research base*. McGraw-Hill Education, Marco Island, FL.

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26. Marchand-Martella, N. E. (2014, August). *Tier 1 secondary content area literacy*. Michigan's Integrated Behavior and Learning Support Initiative, [online].
27. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Best practices in secondary/tertiary level reading intervention for English learners (ELs)*. McGraw-Hill Education, Houston, TX.
28. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Current trends in reading highlighting SRA FLEX Literacy*. McGraw-Hill Education, Houston, TX.
29. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Text complexity*. McGraw-Hill Education, Houston, TX.
30. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *What's hot in reading for 2014: The CCSS*. McGraw-Hill Education, Houston, TX.
31. Martella, R. C. & Marchand-Martella, N. E. (2014, June). *Behavior management: An important component of instructional design within SRA FLEX Literacy*. McGraw-Hill Education, Houston, TX.
32. Martella, R. C. & Marchand-Martella, N. E. (2014, June). *Grade-level expectations based on Lexiles*. McGraw-Hill Education, Houston, TX.
33. Martella, R. C., & Marchand-Martella, R. C. (2014, June). *SRA FLEX Literacy data and research base*. McGraw-Hill Education, Houston, TX.
34. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Best practices in secondary/tertiary level reading intervention for English learners (ELs)*. McGraw-Hill Education, Atlanta, GA.
35. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Current trends in reading highlighting SRA FLEX Literacy*. McGraw-Hill Education, Atlanta, GA.
36. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *Text complexity*. McGraw-Hill Education, Atlanta, GA.
37. Marchand-Martella, N. E., & Martella, R. C. (2014, June). *What's hot in reading for 2014: The CCSS*. McGraw-Hill Education, Atlanta, GA.
38. Martella, R. C. & Marchand-Martella, N. E. (2014, June). *Behavior management: An important component of instructional design within SRA FLEX Literacy*. McGraw-Hill Education, Atlanta, GA.
39. Martella, R. C. & Marchand-Martella, N. E. (2014, June). *Grade-level expectations based on Lexiles*. McGraw-Hill Education, Atlanta, GA.
40. Martella, R. C., & Marchand-Martella, R. C. (2014, June). *SRA FLEX Literacy data and research base*. McGraw-Hill Education, Atlanta, GA.
41. Martella, R. C., & Marchand-Martella, N. E. (2013, March). *Principles of behavior*. Invited workshop delivered for Philadelphia Public Schools, Learning Academy for Emotional Support Teachers and Emotional Support Classroom Assistants, Office of Specialized Services, Philadelphia, PA.
42. Martella, R. C., & Marchand-Martella, N. E. (2013, March). *Understanding, prioritizing, and operationalizing behaviors*. Invited workshop delivered for Philadelphia Public Schools, Learning Academy for Emotional Support Teachers and Emotional Support Classroom Assistants, Office of Specialized Services, Philadelphia, PA.
43. Martella, R. C., & Marchand-Martella, N. E. (2013, March). *Developing the FBA, measureable goals and objectives; intervention strategies to promote positive behavior programs* (repeated). Invited workshop delivered for Philadelphia Public Schools, Learning Academy for Emotional Support Teachers and Emotional Support Classroom Assistants, Office of Specialized Services, Philadelphia, PA.

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44. Martella, R. C., & Marchand-Martella, N. E. (2013, March). *Constructing the PBSP case study*. Invited workshop delivered for Philadelphia Public Schools, Learning Academy for Emotional Support Teachers and Emotional Support Classroom Assistants, Office of Specialized Services, Philadelphia, PA.
45. Marchand-Martella, N. E., Martella, R. C., & Brougher, L. (2012, October). *Sneak a peak at the future of reading intervention: FLEX Literacy*. Invited presentations delivered at the Michigan Association for School Psychologists Annual Conference, Bay City, MI
46. Marchand-Martella, N. E. (2011, August). *Critical aspects of secondary literacy and overview of Read to Achieve*. Workshop presented for Kalamazoo Regional Educational Service Agency and McGraw-Hill School Intervention Group. Kalamazoo, MI.
47. Marchand-Martella, N. E. (2011, May). *Elements of effective adolescent literacy instruction*. Workshop presented for SRA/McGraw-Hill. Monterey, CA.
48. Marchand-Martella, N. E. (2011, March). *Elements of effective adolescent literacy instruction*. Workshop presented for SRA/McGraw-Hill. Temecula, CA.
49. Marchand-Martella, N. E. (2010, March). *Elements of effective adolescent literacy instruction*. East Portland Community Center and McGraw-Hill, Portland, OR.
50. Marchand-Martella, N. E. (2008, October). *Explicit instruction in reading: A three-tier approach*. Workshop presented at the 12th Annual Eastern Pennsylvania Special Education Administrators Conference, Hershey, PA.
51. Marchand-Martella, N. E. (2008, October). *Explicit instruction in math: A three-tier approach*. Workshop presented at the 12th Annual Eastern Pennsylvania Special Education Administrators Conference. Hershey, PA.
52. Marchand-Martella, N. E. (2008, July). *Explicit instruction for struggling students: The key to an effective RTI model*. Workshop presented at the 2008 MEGA Conference, Mobile, AL.
53. Marchand-Martella, N. E. (2007, November). *Instruction that works*. Workshop presented for Colorado Academy School District 20, Colorado Springs, CO.
54. Marchand-Martella, N. E. (2007, October). *Explicit instruction for struggling students: The key to an effective RTI model*. Workshop presented at the Colonial Intermediate Unit 20, Easton, PA.
55. Marchand-Martella, N. E. (2007, July). *Research-based reading strategies and intervention programs*. Workshop presented at the 2007 MEGA Conference, Mobile, AL.
56. Marchand-Martella, N. E. (2007, June). *Foundations of reading and math instruction*. Workshop presented for Pennsylvania Training & Technical Assistance Network (PaTTAN), Harrisburg, PA.
57. Marchand-Martella, N. E. (2007, June). *Skills for instruction*. Workshop presented for Pennsylvania Training & Technical Assistance Network (PaTTAN), Harrisburg, PA.
58. Marchand-Martella, N. E. (2007, June). *Skills for assessment and use of data*. Workshop presented for Pennsylvania Training & Technical Assistance Network (PaTTAN), Harrisburg, PA.
59. Marchand-Martella, N. E. (2007, June). *Skills for tutoring*. Workshop presented for Pennsylvania Training & Technical Assistance Network (PaTTAN), Harrisburg, PA.
60. Marchand-Martella, N. E. (2006, October). *Foundations of reading and math instruction*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program and Wireless Neighborhoods, Pittsburgh, PA.

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61. Marchand-Martella, N. E. (2006, October). *Skills for instruction*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program and Wireless Neighborhoods, Pittsburgh, PA.
62. Marchand-Martella, N. E. (2006, October). *Skills for assessment and use of data*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program and Wireless Neighborhoods, Pittsburgh, PA.
63. Marchand-Martella, N. E. (2006, October). *Skills for tutoring*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program and Wireless Neighborhoods, Pittsburgh, PA.
64. Marchand-Martella, N. E. (2006, October). *Literacy and corrective reading strategies*. Workshop presented at the 10th Annual Eastern Pennsylvania Special Education Administrators' Conference, Hershey, PA.
65. Marchand-Martella, N. E., & Martella, R. C. (2006, September). *Instruction that works*. Workshop presented at the 24th Annual Brain Injury Association of Colorado Conference, Vail, CO.
66. Marchand-Martella, N. E. (2006, August). *Foundations of reading and math instruction*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program, Pittsburgh, PA.
67. Marchand-Martella, N. E. (2006, August). *Skills for instruction*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program, Pittsburgh, PA.
68. Marchand-Martella, N. E. (2006, August). *Skills for assessment and use of data*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program, Pittsburgh, PA.
69. Marchand-Martella, N. E. (2006, August). *Skills for tutoring*. Workshop presented for Pittsburgh Public Schools Basic Tutoring Credential Program, Pittsburgh, PA.
70. Marchand-Martella, N. E. (2006, July). *Please show me how to do it: Using explicit instruction to improve vocabulary and comprehension skills*. Workshop presented at the 2006 MEGA Conference, Mobile, AL.
71. Marchand-Martella, N. E. (2006, June). *Foundations of reading and math instruction*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Monroeville, PA.
72. Marchand-Martella, N. E. (2006, June). *Skills for instruction*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Monroeville, PA.
73. Marchand-Martella, N. E. (2006, June). *Skills for assessment and use of data*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Monroeville, PA.
74. Marchand-Martella, N. E. (2006, June). *Skills for tutoring*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Monroeville, PA.
75. Marchand-Martella, N. E. (2006, May). *Foundations of reading and math instruction*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Harrisburg, PA.
76. Marchand-Martella, N. E. (2006, May). *Skills for instruction*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Harrisburg, PA.
77. Marchand-Martella, N. E. (2006, May). *Skills for assessment and use of data*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Harrisburg, PA.
78. Marchand-Martella, N. E. (2006, May). *Skills for tutoring*. Workshop presented at the Governor's Institute on Tutoring, PaTTAN, Harrisburg, PA.
79. Marchand-Martella, N. E. (2005, October). *Inclusion: Students can learn in the LRE!* Workshop presented at the Berks County Intermediate Unit, Boyertown, PA.

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80. Marchand-Martella, N. E. (2005, July). *Aspects of effective instruction: Using Direct Instruction programs*. Berks County Intermediate Unit, Reading, PA.
81. Marchand-Martella, N. E. (2005, July). *Reading instruction for pre-K to 3 and struggling adolescent readers*. Workshop delivered at the Berks County Intermediate Unit, Reading, PA.
82. Marchand-Martella, N. E. (2005, July). *Effective instruction in reading and mathematics: Skill mastery through explicit instruction*. Workshop delivered at the Berks County Intermediate Unit, Reading, PA.
83. Marchand-Martella, N. E. (2005, July). *Please show me how to do it: Using explicit instruction to improve reading performance*. Workshop delivered at the 2005 MEGA Conference, Mobile, AL.
84. Marchand-Martella, N. E. (2004, August). *Research-based reading programs for special education students*. Workshop delivered at the Montana Reading Institute, Bozeman, MT; sponsored by Sopris West.
85. Marchand-Martella, N. E. (2004, August). *Dispelling the myths and misconceptions about Direct Instruction: Research-validated reading programs*. Workshop delivered at the Berks County Intermediate Unit, Reading, PA.
86. Marchand-Martella, N. E. (2004, July). *Tutoring that works*. Workshop delivered at the 29th Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.
87. Marchand-Martella, N. E. (2004, July). *Teaching a Direct Instruction university course*. Workshop delivered at the 29th Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.
88. Marchand-Martella, N. E. (2004, June). *An overview of programs for struggling readers in grades 4-12*. Workshop delivered at the Pennsylvania State University, Continuing and Distance Education Conferences and Institutes, State College, PA.
89. Marchand-Martella, N. E. (2004, June). *Effective reading to learn strategies*. Workshop delivered at the Pennsylvania State University, Continuing and Distance Education Conferences and Institutes, State College, PA.
90. Marchand-Martella, N. E. (2003, August). *Corrective Reading*. Hermiston School District #8R, Hermiston, OR.
91. Marchand-Martella, N. E. (2003, July). *Peer tutoring that works*. Workshop delivered at the 28th Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.
92. Marchand-Martella, N. E. (2003, June). *Corrective Reading for struggling readers*. Workshop delivered at PaTTAN, Pennsylvania Department of Education Summer Institute, State College, PA.
93. Marchand-Martella, N. E. (2002, December). *Corrective Reading*. Elliott Elementary School, Lincoln, NE.
94. Marchand-Martella, N. E. (2002, July). *Peer tutoring that works*. Workshop delivered at the 28th Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.
95. Marchand-Martella, N. E. (2002, March). *Using Corrective Reading for struggling readers*. Midwestern Intermediate Unit IV. A Regional Educational Agency Serving Butler, Lawrence, and Mercer Counties, Grove City, PA.
96. Marchand-Martella, N. E. (2001, July). *Peer-delivered instruction*. Workshop delivered at the 27th Annual National Direct Instruction Conference and Institutes of Eugene. Eugene, OR.
97. Marchand-Martella, N. E. (2001, May). *Cross-age peer tutoring*. Stanislaus County Office of Education, Modesto, CA.

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98. Marchand-Martella, N. E. (2001, April). *Corrective Reading: A Direct Instruction program for struggling readers*. PaTTAN, Harrisburg, PA.
99. Marchand-Martella, N. E. (2001, April). *Follow-up to using Corrective Reading for struggling adolescent readers*. Central Instructional Support Center, Harrisburg, PA.
100. Marchand-Martella, N. E. (2001, February). *Establishing a tutorial-based reading program in high school settings*. The Stanislaus County Office of Education, Stanislaus, CA.
101. Marchand-Martella, N. E. (2000, November). *Using Corrective Reading for struggling adolescent readers*. Central Instructional Support Center, Harrisburg, PA.
102. Marchand-Martella, N. E. (2000, November). *Corrective Reading*. Central Instructional Support Center, Harrisburg, PA.
103. Marchand-Martella, N. E. (2000, July). *Effective strategies for remediating reading problems in secondary learners*. The Third Annual Leadership Academy of the Pennsylvania Department of Education, Harrisburg, PA.
104. Marchand-Martella, N. E. (2000, July). *PALS-Peer Tutoring*. The 26th Annual National Direct Instruction Conference and Institutes, Eugene, OR.
105. Marchand-Martella, N. E. (2000, January). *Effective strategies for remediating reading problems in secondary learners*. Central Instructional Support Center, Harrisburg, PA.
106. Marchand-Martella, N. E. (1999, December). *Using Corrective Reading and peer tutoring to remediate reading deficits*. Wisconsin Education Association of Student Support Programs (WEASSP) 4th Annual Sharing Conference, Lake Geneva, WI.
107. Marchand-Martella, N. E. (1999, August). *Direct Instruction coaching*. Fort Worth Independent School District, Fort Worth, TX.
108. Marchand-Martella, N. E. (1999, August). *Establishing early reading skills using the "Teach Your Child to Read in 100 Easy Lessons" program*. Wisconsin Association for Direct Instruction, Madison, WI.
109. Marchand-Martella, N. E. (1999, August). *Incorporating a peer-delivered "Corrective Reading" program in secondary school settings*. Wisconsin Association for Direct Instruction, Madison, WI.
110. Marchand-Martella, N. E. (1999, June). *Instructional methods for preschool-aged children*. Castleton Kids Learning/Education Center, Indianapolis, IN.
111. Marchand-Martella, N. E. (1999, June). *Using peers as "Corrective reading" instructors in high school settings*. 22nd Annual Interventions Conference, Utah State University, Logan, UT.
112. Marchand-Martella, N. E. (1999, June). *An overview of the "Teach your children to read in 100 easy lessons" program*. 22nd Annual Interventions Conference, Utah State University, Logan, UT.
113. Marchand-Martella, N. E. (1999, February). *Corrective Reading Decoding B-1, B-2, and C*. Fort Worth Independent School District, Fort Worth, TX.
114. Marchand-Martella, N. E. (1998, November). *Corrective Reading Decoding B-1 and C*. Fort Worth Independent School District, Fort Worth, TX.
115. Marchand-Martella, N. E. (1998, March). *Direct Instruction seminar*. Plum Borough School District, Pivik Elementary School In-Service Day, Plum, PA.

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Local/State Workshops/Inservices

1. Marchand-Martella, N. E. (2018, March). *Introduction to motivation*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
2. Marchand-Martella, N. E. (2018, March). *Effective tutoring*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
3. Marchand-Martella, N. E. (2018, March). *Effective tutoring*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
4. Marchand-Martella, N. E. (2018, February). *The four big ideas of effective classroom instruction: Grades PreK-4*. Invited workshop, Woodward Public Schools, Woodward, OK.
5. Marchand-Martella, N. E. (2018, February). *The four big ideas of effective classroom instruction: Grades 5-12*. Invited workshop, Woodward Public Schools, Woodward, OK.
6. Marchand-Martella, N. E. (2018, February). *Teach like Kevin Bacon: What research-based instruction looks like*. Invited workshop, Byng Public Schools, Ada, OK.
7. Marchand-Martella, N. E. (2018, February). *The four big ideas of effective classroom instruction*. Invited workshop, Byng Public Schools, Ada, OK.
8. Marchand-Martella, N. E., & Martella, R. C. (2018, February). *Multi-tiered behavior support*. Invited workshop, Blanchard Public Schools, Blanchard, OK.
9. Marchand-Martella, N. E. (2017, November). *Effective tutoring*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
10. Marchand-Martella, N. E. (2017, November). *Effective tutoring*. Invited workshop, NCAA Athlete Academic Support Services Program, University of Oklahoma, Norman, OK.
11. Marchand-Martella, N. E. (2017, June). *Less is more: The four big ideas of effective instruction*. Invited workshop, Norman Public Schools, Norman, OK.
12. Marchand-Martella, N. E. (2016, May). *Arcadia parent night: Summer strategies and tips*. Arcadia Intermediate School, Deer Park, WA.
13. Marchand-Martella, N. E. (2016, February). *Arcadia parent night: Strategies and tips*. Arcadia Intermediate School, Deer Park, WA.
14. Marchand-Martella, N. E. (2016, January). *Parents as teachers: Best practices in promoting literacy*. Deer Park Elementary School, Deer Park, WA.
15. Marchand-Martella, N. E. (2015, October). *Corrective Reading and WonderWorks intervention*. Arcadia Elementary School, Deer Park, WA.
16. Marchand-Martella, N. E. (2015, September). *The big ideas of effective small group instruction*. Deer Park Elementary School, Deer Park, WA.
17. Marchand-Martella, N. E. (2015, April). *Tier 1 content area literacy strategies part 1*. Nine Mile Falls School District, Nine Mile Falls, WA.
18. Marchand-Martella, N. E. (2015, April). *Tier 1 content area literacy strategies part 2*. Nine Mile Falls School District, Nine Mile Falls, WA.
19. Marchand-Martella, N. E. (2015, February). *The big ideas of effective instruction*. Deer Park Elementary School, Deer Park, WA.

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20. Marchand-Martella, N. E. (2014, October). *The big ideas of effective instruction*. Deer Park Elementary School, Deer Park, WA.
21. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *Best practices in secondary/tertiary level reading intervention for English learners (ELs)*. McGraw-Hill Education, Spokane, WA.
22. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *Current trends in reading highlighting SRA FLEX Literacy*. McGraw-Hill Education, Spokane, WA.
23. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *Text complexity*. McGraw-Hill Education, Spokane, WA.
24. Marchand-Martella, N. E., & Martella, R. C. (2014, April). *What's hot in reading for 2014: The CCSS*. McGraw-Hill Education, Spokane, WA.
25. Martella, R. C. & Marchand-Martella, N. E. (2014, April). *Behavior management: An important component of instructional design within SRA FLEX Literacy*. McGraw-Hill Education, Spokane, WA.
26. Martella, R. C. & Marchand-Martella, N. E. (2014, April). *Grade-level expectations based on Lexiles*. McGraw-Hill Education, Spokane, WA.
27. Martella, R. C., & Marchand-Martella, R. C. (2014, April). *SRA FLEX Literacy data and research base*. McGraw-Hill Education, Spokane, WA.
28. Marchand-Martella, N. E. (2014, April). *Parents as teachers: Best practices in promoting literacy*. Deer Park Elementary School, Deer Park, WA.
29. Marchand-Martella, N. E. (2014, January). *Parents as teachers: Best practices in promoting literacy*. East Farms Elementary School, Spokane Valley, WA.
30. Marchand-Martella, N. E. (2013, October). *The big ideas of Teach Your Child to Read in 100 Easy Lessons*. Deer Park School District, Deer Park, WA.
31. Marchand-Martella, N. E. (2013, October). *Evidence-based explicit instruction in special education: Reading, math, and written language*. Deer Park School District, Deer Park, WA.
32. Marchand-Martella, N. E. (2013, February). *Beginning reading instruction and alignment with tier 2 and tier 3 interventions*. Deer Park School District, Deer Park, WA.
33. Marchand-Martella, N. E. (2012, September). *Effective tier 2 reading strategies for small groups*. Deer Park School District, Deer Park, WA.
34. Marchand-Martella, N. E. (2012, June). *Direct Instruction reading: Using DI and RTI in tiered interventions*. University of Washington-Tacoma and Puget Sound ESD, Renton, WA.
35. Marchand-Martella, N. E. (2011, November). *Elements of effective adolescent literacy instruction and RTI*. East Valley School District, Spokane Valley, WA.
36. Marchand-Martella, N. E. (2011, September). *Best practices in grades 1 and 2 reading instruction*. White River School District, Buckley, WA.
37. Marchand-Martella, N. E. (2011, September). *Best practices in kindergarten reading instruction*. White River School District, Buckley, WA.
38. Marchand-Martella, N. E. (2011, August). *Best practices K-2 reading instruction*. White River School District, Buckley, WA.

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39. Marchand-Martella, N. E. (2011, August). *Best practices 3-5 reading instruction*. White River School District, Buckley, WA.
40. Marchand-Martella, N. E. (2011, August). *Read to Achieve: Comprehending Narrative Text*. Bellevue School District, Bellevue, WA.
41. Marchand-Martella, N. E. (2011, April). *Best practices in vocabulary and comprehension instruction for students in grades K-5*. White River School District, Buckley, WA.
42. Marchand-Martella, N. E. (2011, August). *Read to Achieve: Booster training*. Program refresher presented at the University of Washington-Tacoma, Tacoma, WA.
43. Marchand-Martella, N. E. (2010, December). *Read to Achieve: Booster training*. Program refresher presented at the University of Washington-Tacoma, Tacoma, WA.
44. Marchand-Martella, N. E. (2010, August). *Read to Achieve: Comprehending content-area text*. Program training presented at the State of Washington OSPI Striving Readers Grant Training Seminar, Des Moines WA.
45. Marchand-Martella, N. E. (2010, August). *Read to Achieve: Comprehending narrative text*. Program training presented at the State of Washington OSPI Striving Readers Grant Program Training Seminar, Des Moines WA.
46. Marchand-Martella, N. E. (2010, October). *Best practices in elementary-based reading instruction*. White River School District, Buckley, WA.
47. Marchand-Martella, N. E. (2010, October). *Best practices in vocabulary and comprehension instruction for students in grades K-6*. White River School District, Buckley, WA.
48. Marchand-Martella, N. E. (2010, September). *Best practices in vocabulary and comprehension instruction for students in grades K-12*. White River School District, Buckley, WA.
49. Marchand-Martella, N. E. (2010, August). *Elements of effective adolescent literacy instruction*. North Thurston School District, Lacey, WA.
50. Marchand-Martella, N. E. (2010, August). *Read to Achieve*. North Thurston School District, Lacey, WA.
51. Marchand-Martella, N. E. (2010, February). *Elements of effective adolescent literacy instruction*. Bates Center-Vancouver Public Schools and McGraw-Hill, Vancouver, WA.
52. Marchand-Martella, N. E. (2009, November). *Elements of effective adolescent literacy instruction*. Puget Sound ESD and McGraw-Hill, Renton, WA.
53. Marchand-Martella, N. E. (2006, March). *Effective reading strategies and programs for intermediate grades*. Follow-up to Literacy Summit Conference, ESD 101, Spokane, WA.
54. Marchand-Martella, N. E. (2006, January). *Explicit instruction: Promoting efficient learning in grades K-6*. Eatonville School District, Eatonville, WA.
55. Marchand-Martella, N. E. (2006, January). *Explicit instruction: Promoting efficient learning in grades 7-12*. Eatonville School District, Eatonville, WA.
56. Marchand-Martella, N. E. (2006, January). *Enhancing vocabulary development in middle and high school*. Chewelah School District, Chewelah WA.
57. Marchand-Martella, N. E. (2005, December). *Three-tier reading model*. Spokane School District 81, Spokane, WA.

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58. Marchand-Martella, N. E. (2005, October). *Elements of effective instruction*. Walla Walla School District, Walla Walla, WA.
59. Marchand-Martella, N. E. (2005, September). *Corrective Reading*. Grand Coulee School District, Grand Coulee, WA.
60. Marchand-Martella, N. E. (2005, September). *Corrective Reading*. Clover Park School District, Lakewood, WA.
61. Marchand-Martella, N. E. (2005, September). *Enhancing vocabulary development in grades 7-8*. Literacy Summit 2005, OSPI/HECB/Sopris West/University of Washington, Tacoma, WA.
62. Marchand-Martella, N. E. (2005, September). *Enhancing vocabulary development in grades 9-12*. Literacy Summit 2005, OSPI/HECB/Sopris West/University of Washington, Tacoma, WA.
63. Marchand-Martella, N. E. (2005, September). *Enhancing vocabulary skills in grades 4-6*. Literacy Summit 2005, OSPI/HECB/Sopris West/University of Washington, Tacoma, WA.
64. Marchand-Martella, N. E. (2005, August). *Corrective Reading*. Omak School District, Omak, WA.
65. Marchand-Martella, N. E. (2005, June). *Please SHOW me how to do it: Using explicit instruction to improve student performance*. Office of Superintendent of Public Instruction, Wenatchee, WA.
66. Marchand-Martella, N. E. (2005, June). *Corrective Reading*. Grand Coulee Dam School District, Grand Coulee, WA.
67. Marchand-Martella, N. E. (2005, June). *Corrective Reading*. Soap Lake Dam School District, Soap Lake, WA.
68. Marchand-Martella, N. E. (2005, June). *Corrective Reading*. Okanogan School District, Okanogan, WA.
69. Marchand-Martella, N. E. (2005, August). *Please SHOW me how to do it: Using explicit instruction to improve student performance*. Office of Superintendent of Public Instruction, Tacoma, WA.
70. Marchand-Martella, N. E. (2005, August). *Please SHOW me how to do it: Using explicit instruction to improve student performance*. Office of Superintendent of Public Instruction, Vancouver, WA.
71. Marchand-Martella, N. E. (2005, August). *Please SHOW me how to do it: Using explicit instruction to improve student performance*. Office of Superintendent of Public Instruction, Spokane, WA.
72. Marchand-Martella, N. E. (2005, May). *Tutoring struggling readers*. Adolescent Literacy Conference. Sponsored by University of Washington-Tacoma and Puget Sound ESD, Tacoma, WA.
73. Marchand-Martella, N. E. (2005, April). *Tutoring struggling readers using the Corrective Reading program*. Evergreen Elementary, Mead School District, Spokane, WA.
74. Marchand-Martella, N. E. (2005, March). *Direct Instruction programs*. Bureau of Indian Affairs Conference, Spokane, WA.
75. Marchand-Martella, N. E. (2005, January). *Corrective Reading Decoding program*. Tacoma School District/University of Washington-Tacoma, Tacoma, WA.
76. Marchand-Martella, N. E. (2004, June). *Help! I don't understand what I read: Effective reading to learn strategies*. Office of Superintendent of Public Instruction, Spokane, WA.
77. Marchand-Martella, N. E. (2004, August). *Help! I don't understand what I read: Effective reading to learn strategies*. Office of Superintendent of Public Instruction, Yakima, WA.

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78. Marchand-Martella, N. E. (2004, August). *Help! I don't understand what I read: Effective reading to learn strategies*. Office of Superintendent of Public Instruction, Bellevue, WA.
79. Marchand-Martella, N. E. (2004, March). *Corrective Reading tutoring*. Adolescent Literacy Conference. Sponsored by Sopris West, University of Washington-Tacoma, and ESD 114, Tacoma, WA.
80. Marchand-Martella, N. E. (2004, January). *Corrective Reading*. Tacoma School District/University of Washington-Tacoma, Tacoma, WA.
81. Marchand-Martella, N. E. (2003, September). *Corrective Reading*. Tacoma School District/University of Washington-Tacoma, Tacoma, WA.
82. Marchand-Martella, N. E. (2003, August). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading decoding programs*. Office of Superintendent of Public Instruction, Olympia, WA.
83. Marchand-Martella, N. E. (2003, August). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading comprehension programs*. Office of Superintendent of Public Instruction, Olympia, WA.
84. Marchand-Martella, N. E. (2003, August). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading decoding programs*. Office of Superintendent of Public Instruction, Yakima, WA.
85. Marchand-Martella, N. E. (2003, August). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading comprehension programs*. Office of Superintendent of Public Instruction, Yakima, WA.
86. Marchand-Martella, N. E. (2003, July). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading decoding programs*. Office of Superintendent of Public Instruction, Everett, WA.
87. Marchand-Martella, N. E. (2003, July). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading comprehension programs*. Office of Superintendent of Public Instruction, Everett, WA.
88. Marchand-Martella, N. E. (2003, June). *Corrective Reading*. Tacoma School District/University of Washington-Tacoma, Tacoma, WA.
89. Marchand-Martella, N. E. (2003, June). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading decoding programs*. Office of Superintendent of Public Instruction, Spokane, WA.
90. Marchand-Martella, N. E. (2003, June). *Help! I'm in grades 3-12 and struggle with reading: Implementing Corrective Reading comprehension programs*. Office of Superintendent of Public Instruction, Spokane, WA.
91. Marchand-Martella, N. E. (2003, March). *Corrective Reading*. Spokane School District 81. Spokane, WA.
92. Marchand-Martella, N. E. (2002, August). *Corrective Reading*. Auburn School District. Auburn, WA.
93. Marchand-Martella, N. E. (2002, August). *Evidence-based reading instruction for middle and high school students*. Office of Superintendent of Public Instruction, Vancouver, WA.
94. Marchand-Martella, N. E. (2002, August). *Evidence-based reading instruction for middle and high school students*. Office of Superintendent of Public Instruction, Puyallup, WA.
95. Marchand-Martella, N. E. (2002, June). *Evidence-based reading instruction for middle and high school students*. Office of Superintendent of Public Instruction, Kennewick, WA.
96. Marchand-Martella, N. E. (2002, June). *Evidence-based reading instruction for middle and high school students*. Office of Superintendent of Public Instruction, Spokane, WA.
97. Marchand-Martella, N. E. (2002, March). *Assessment and instructional methods for exceptional students*. Division of Developmental Disabilities, State of Washington.

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98. Marchand-Martella, N. E. (2002, January). *Corrective Reading*. Sultan High School, Sultan, WA.
99. Marchand-Martella, N. E. (2001, August). *Implementation of a peer-delivered Corrective Reading program*. Office of Superintendent of Public Instruction/Association of Washington School Principals, Puyallup, WA.
100. Marchand-Martella, N. E. (2001, August). *Implementation of a peer-delivered Corrective Reading program*. Office of Superintendent of Public Instruction/Association of Washington School Principals, Shoreline, WA.
101. Marchand-Martella, N. E. (2001, July). *Implementation of a peer-delivered Corrective Reading program*. Office of Superintendent of Public Instruction/Association of Washington School Principals, Tumwater, WA.
102. Marchand-Martella, N. E. (2001, June). *Implementation of a peer-delivered Corrective Reading program*. Office of Superintendent of Public Instruction/Association of Washington School Principals, Spokane, WA.
103. Marchand-Martella, N. E. (2001, May). *Corrective Reading*. Yakima Valley Community College. Yakima, WA.
104. Marchand-Martella, N. E. (2000, August). *Corrective Reading*. Tacoma Community House. Tacoma, WA.
105. Marchand-Martella, N. E. (2000, August). *Corrective Reading*. Adams Elementary School, Spokane, WA.
106. Marchand-Martella, N. E., Martella, R. C., & Cleanthous, C. (2000, June). *ADHD: A comprehensive approach*. Western Washington University, Klahowya Secondary School, Silverdale, WA.
107. Marchand-Martella, N. E. (2000, May). *Project PALS: Developing a peer-delivered Corrective Reading program*. Second Annual Adolescent Literacy Conference, University of Washington, Tacoma/ESD 114.
108. Martella, R. C., & Marchand-Martella, N. E. (1999, November). *Positive behavioral support methods*. Evergreen Elementary School, Mead District, Spokane, WA.
109. Marchand-Martella, N. E. (1999, May). *Incorporating a peer-delivered "Corrective Reading" program in secondary school settings*. Tacoma Conference on Adolescent Reading, Tacoma, WA.
110. Marchand-Martella, N. E. (1998, January-December). *Corrective reading tutoring program in the high school*. Twelve separate presentations to 12 high schools. Represented districts: Central Valley, Cheney, Deer Park, East Valley, Mead, Spokane, Newport, West Valley; Spokane, WA.
111. Marchand-Martella, N. E., & Riley, M. (1998, May). *Advanced correction techniques in Direct Instruction*. Educational Service District #101, Spokane, WA.
112. Marchand-Martella, N. E. (1998, April). *Parents as teachers: Using Direct Instruction to teach children how to read*. Educational Service District #101, Spokane, WA.
113. Marchand-Martella, N. E., & Martella, R. C. (1997, September). *Child management strategies*. Spokane Falls Community College Head Start, Spokane, WA.
114. Hine, C., Marchand-Martella, N. E., Christensen, K., & Keller, K. (1997, July). *Diverse learning strategies*. Educational Service District 101, Spokane, WA.
115. Martella, R. C., Marchand-Martella, N. E., Nelson, J. R., & Marchand, S. M. (1997, March). *Your child's behavior is telling you something*. Title I/LAP Parent Conference, Spokane, WA.
116. Martella, R. C., Marchand-Martella, N. E., & Nelson, R. (1996, March). *Your child's behavior is telling you something*. Title I/LAP Parent Conference, Spokane, WA.
117. Marchand-Martella, N. E., & Martella, R. C. (1996, January). *Your child's/student's behavior is telling you something*. Fourteenth Annual I.D.E.A.S. Conference, Spokane, WA.

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118. Marchand-Martella, N. E. (1994, November). *SOS! Behavior management help for parents*. Third Annual Parents as Teachers First Conference, Missoula, MT.
119. Marchand-Martella, N. E., & Martella, R. C. (1993, February). *Determining the antecedents and consequences of behavior through descriptive analyses to remediate behavior problems in the classroom*. Karen Acres Elementary School, Des Moines, IA.

II. TEACHING

Courses Taught

- *Advanced Classroom Management*
- *Assessment*
- *Assistive Technology and Related Services*
- *Collaborative Teaching Seminar and Practicum*
- *Capstone/Professionalism*
- *Complex Human Behavior*
- *Corrective Reading Tutoring/Mentoring: Running Start*
- *Differentiating Instruction for Students with Diverse Needs*
- *Direct Instruction Reading/Math*
- *Direct and Precise Instruction*
- *Exploring Teaching Through Field Experiences*
- *Human Learning*
- *Introduction to Instruction of Students with Severe Disabilities*
- *Introduction to Psychology*
- *Introduction to Special Education/Foundations of Special Education*
- *Issues in Educating Persons with Severe Disabilities*
- *Journal Reading in Special Education*
- *Language/Literacy/Communication Strategies*
- *Psychology of Learning Disabilities*
- *Psychology of Exceptionality*
- *Research Methods and Statistics*
- *Special Education Methods and Instructional Programs*
- *Topics in Learning Disabilities*
- *Teaching English Language Arts to Students with Disabilities*
- *Teaching Exceptional Students I (Explicit Instruction)*
- *Teaching Exceptional Students II (Academic Remediation in ELA)*
- *Teaching Exceptional Students III (Academic Remediation in Math and Content Areas)*

Advising

University of Oklahoma: Doctoral and masters student advising

Eastern Washington University: Undergraduate student advising; Graduate student advising (100+ masters students with thesis and research project requirements)/Washington State University: Doctoral student committees

University of Montana: Undergraduate student advising; Graduate student advising

III. SERVICE

Professional Service

National Leadership Position

- Higher Education Consortium for Special Education (HECSE), Member-at-Large (2018-2021).

National/International Conference Service

- Marchand-Martella, N. E. (2018, May). *Education poster session discussant*. Association for Behavior Analysis International Forty-Fourth Annual Convention, San Diego, CA.

Editorial Review Boards/Guest Reviews

- Editorial Board Member, *Education & Treatment of Children* (2004-present).
- Guest Reviewer, *Journal of Applied Behavior Analysis* (1997-2012).
- Editorial Board Member, *Journal of Direct Instruction* (2009-2012).
- Editorial Board Member, *Behavior Analysis in Practice* (2007-2010).
- Co-Editor, *Journal of Direct Instruction* (2008-2009).
- Guest Reviewer, *Journal of Educational Psychology* (2008).
- Textbook Reviewer, Sage Publishing (2008).
- Editor, *Journal of Direct Instruction* (2005-2008).
- Editorial Board Member, *Journal of Behavioral Education* (1994-2008).
- Textbook Reviewer, *McGraw-Hill* (2007).
- Textbook Reviewer, *Thomson/Wadsworth* (2007).
- Co-Editor, *Journal of Direct Instruction* (2000-2005).
- Associate Editor, *Education & Treatment of Children* (2000-2004).
- Editorial Board Member, *Teaching Exceptional Children* (1991-2001).
- Editorial Board Member, *Education & Treatment of Children* (1993-2000).
- Editorial Board Member, *Effective School Practices* (1997-2000).
- Guest Co-Editor, Special Issue on Student Research in Direct Instruction, *Effective School Practices* (2000).
- Guest Reviewer, *Topics in Early Childhood Special Education* (1998).
- Guest Reviewer, *Focus on Autism and Other Developmental Disabilities* (1997).
- Guest Editor, Special Issue on Supervision in Direct Instruction, *Effective School Practices* (1997).
- Guest Editor, Special Issue on Safety Skills Instruction and Research, *Education & Treatment of Children* (1996).
- Textbook Reviewer, *Longman* (1996).
- Guest Reviewer, *Research in Developmental Disabilities* (1990).

Expert Panels/Consultation/Advisory Boards

- *Advisory consultant, Oklahoma State Senate/House of Representatives*. (2017-2018). Provide feedback and direction on legislation involving students at risk for school failure and those receiving special education services in Oklahoma public schools. Senator Rob Standridge and Representative Bobby Cleveland.
- *Advisory board member, Oklahoma State Personnel Development Grant/State Improvement Grant*. (2017-2018). Provide leadership to U.S. Department of Education funded initiative on MTSS implementations in Oklahoma.
- AP faculty advisor, Oklahoma high schools. (2017-2018). Assist AP high school students with research projects related to students with disabilities and effective instruction.
- *IDEA Part B Task Force, Oklahoma State Department of Education*. (2017-2018). Revise special education handbook; advise state on multi-tiered system of supports.

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- *Dyslexia Task Force, Oklahoma State Department of Education.* (2017-2018). Set policy on academic programming for students with dyslexia.
- *Autism Task Force, Oklahoma State Department of Education.* (2017-2018). Set policy on academic programming for students with autism.
- *Board member, Oklahoma Licensed Behavior Analyst Board, Department of Human Services, Developmental Disabilities Services Division.* (2016-2018). Review and set policy related to licensure.
- *Member, Higher Education Consortium on Special Education.* (HECSE) (2016-2018). Serve as representative for the State of Oklahoma; discuss special education legislation in Washington DC.
- *Lead educational consultant, SRA/McGraw-Hill.* (1998-present). Review and revise reading program materials for various state adoptions; assist on various curriculum-related projects.
- *Lead educational consultant, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi).* (2011-2017). Provide consultation and training in effective instructional and culturally responsive teaching practices for MiBLSi.
- *External evaluator, Michigan Department of Education.* (2015-2016). Review *School-wide Evaluation Tool for Reading (SWET-R)* for Michigan's Integrated Behavior & Learning Support Initiative (MiBLSi).
- *Educational consultant, Deer Park School District, Deer Park, Washington.* (2012-2016). Consult on Response to Intervention (RTI) grant awarded to the district by ESD 101; train paraprofessionals on effective Tier 2 intervention strategies; observe and provide feedback on Tier 1 core reading instruction in general education; facilitate professional learning communities.
- *University of Colorado Parent Advisory Board Member (CUPA).* (2012-2016). Facilitate CUPA programs, work with university to make the college experience better for students, promote CUPA membership, and help educate others about the Parent Fund.
- *Expert evaluator, post exam review, Behavior Analyst Certification Board.* (2014). Review test items for BCBA and BCaBA certification exam for appropriateness and modify and write test items.
- *Educational consultant/author.* (2012-2014). Provide consultation on a six-site field test of *FLEX Literacy* including Houston, TX, Cartersville, GA, Baxter, TN, Fort Myers, FL, Jefferson City, TN, and Kent, WA.
- *External evaluator, Michigan Department of Education.* (2013). Review *School-wide Evaluation Tool for Reading (SWET-R)* for Michigan's Integrated Behavior & Learning Support Initiative (MiBLSi).
- *Educational consultant, Philadelphia Public Schools, Philadelphia, Pennsylvania.* (2012-2013). Provide workshops and consultation on effective, culturally responsive instructional practices.
- *Educational consultant, White River School District, Buckley, Washington.* (2011-2012). Provided training and consultation on general and special education teaching practices as part of an RTI initiative.
- *Lead consultant, Striving Readers Grant, Washington State Office of Superintendent of Public Instruction (OSPI) and Northwest Regional Educational Laboratory.* (2010-2012). Provide technical assistance on grant development and train grant participants on *Read to Achieve*. (Grant funded for \$4.4 million)
- *Panel member, State of Washington Second Grade Oral Reading Assessment Review Team.* (2011). Provide feedback on technical adequacy and assessment of second-grade reading skills for OSPI as per Washington State Law RCW.28A.300.310.

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- *Reviewer and higher education representative, OSPI.* (2010). Provide feedback on Reading Systems Improvement Framework.
- *Reviewer and consultant, Washington Improvement and Implementation Network (WIIN), OSPI.* (2010). Provide feedback on facilitator guides for professional development modules on “Adolescent Literacy: Lessons from Current Research,” “Increasing Rigor through Elementary Reading Research,” and “Creating Systems: Washington’s K-12 Reading Model.”
- *Reviewer, Reading Department of Washington State OSPI.* (2008). Review eligibility criteria for second-grade reading screening instruments.
- *National Consultant, Sopris West.* (2004-2008). Review curricular programs and provided instructional training.
- *National Consultant, Voyager Expanded Learning.* (2004-2008). Review curricular programs.
- *Panel member, Content Advisory Committee, Washington Professional Educator Standards Board.* (2007). Develop test materials in reading instruction for Washington Educator Skills Tests-Endorsements (WEST-E).
- *Panel member, Washington State OSPI K-12 Reading Advisory Panel.* (2007). Provide feedback on work completed by OSPI in the area of reading.
- *Reading First Adoption Committee Facilitator, Alabama Department of Education.* (2007). Coordinate review and report writing efforts for statewide adoption of reading textbooks.
- *Curriculum evaluator, Voyager Expanded Learning.* (2006). Review Passport Levels A-G for Florida 2007 curriculum adoption.
- *Basic tutoring credentialing program developer.* (2006-2007). Develop tutor credential program and train tutors across Pennsylvania [emphasis in Pittsburgh and Philadelphia] in the following skill areas: Foundations of Reading and Math Instruction, Skills for Instruction, Skills for Assessment and Use of Data, and Skills for Tutoring—Governor’s Institute on Tutoring as part of NCLB requirements.
- *Grant reviewer, Washington Reading First, OSPI.* (2006). Read and score grant applications submitted for Washington’s Reading First review.
- *Lead trainer, Project BERS: Building Essential Reading Skills* (University of Washington-Tacoma). (2005-2006). Train and coach teachers on the use of *Corrective Reading*; assist project staff with program evaluation efforts.
- *Panel member, Washington State K-12 Reading Advisory Panel, OSPI.* (2006). Provide feedback on work completed by OSPI in the area of reading.
- *Lead consultant, Alabama Reading First Committee.* (2005). Supervise the review process, resolve any issues among the panel members, communicate with publishers when necessary, and develop a report documenting the review process.
- *Advisory board member, Higher Education/OSPI Reading Partnership.* (2004-2005). Guide the Higher Education/OSPI Reading Partnership in meeting the goal of integrating scientifically-based reading research, Reading First, Washington State GLEs, and Washington K-12 Reading Plan into preservice courses.
- *State review committee member, Supplemental and Intervention Reading Materials-- Reading and Literacy Section, Division of School Standards, Accountability, and Assistance, Office of Student and School Performance, Louisiana Department of Education.* (2004-2005). Serve as chair on review of vocabulary/comprehension programs; evaluate reading supplements and interventions for grades K-3.

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- *Educational consultant, University of Kansas.* (2004). Develop a web-based information site for Special Connections Project funded by the U.S. Department of Education, Projects of National Significance (CFDA #84.325N).
- *Panel member, Reading First, State of North Carolina.* (2004). Evaluate K-3 core reading programs for North Carolina adoption list (one of four reviewers).
- *Panel member, Reading First, Washington, OSPI.* (2004). Evaluate supplemental/intervention reading programs for Grades 4-12 for Washington State adoption list.
- *Member, Disability Support Services Advisory Board, Eastern Washington University.* (2003-2004). Reviewed and set policy for student support services.
- *Board Member, Association for Direct Instruction.* (1999-2004). Assist in policy development.
- *Panel member, Reading First, Washington, OSPI.* (2002-2003). Evaluate K-3 core, supplemental/intervention, and Spanish reading programs for Washington State adoption list; present research findings of adopted programs to participating schools.
- *Evaluator, School District of South Orange/Maplewood, New Jersey School.* (2003). Evaluate adopted reading programs as they aligned with recommendations of the National Reading Panel.
- *Mental Health Consultant, Spokane Falls Community College Head Start, Spokane, WA.* (1997-1998). Provide observations and feedback for preschool programs.
- *Educational/Behavioral Consultant, Head Start, Des Moines, IA.* (1993). Provide observations and feedback for preschool programs.

External Reviewer for Tenure/Promotion

- East Carolina University
- Eastern Washington University
- Georgia State University
- Indiana University, South Bend
- University of Kentucky
- University of North Carolina, Charlotte
- University of Washington-Tacoma
- University of Wyoming
- Washington State University

University

Departmental/College/University Committees

- College Representative to the University Academic Program Review Committee (University of Oklahoma)
- Cross-Campus, Cross-Disciplinary Early Childhood Initiative (University of Oklahoma)
- University-Wide New Faculty Orientation Panel Member: Effective Teaching Practices (University of Oklahoma)
- Faculty Sponsor, American Sign Language Club (University of Oklahoma)
- Departmental Personnel Committee (University of Oklahoma; Eastern Washington University)
- College Personnel Committee (Eastern Washington University)
- Disability Support Services Committee (Eastern Washington University)
- Special Education Program Committee (University of Oklahoma; Eastern Washington University; University of Montana)
- Institutional Review Board (IRB) Committee (Eastern Washington University)

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- Summer Faculty Grant Review Committee (Eastern Washington University)
- Staff/Faculty/Administrator Hiring Committees (University of Oklahoma; Eastern Washington University)
- Various Chair and Assumed Associate Dean Committees (University of Oklahoma)