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JAMES E. YSSELDYKE

Personal Data

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Current Positions

Birkmaier Professor of Educational Leadership (School Psychology Program, Department of Educational Psychology), University of Minnesota
Adjunct Professor of Psychology, University of Minnesota
Adjunct Professor of Organizational Leadership, Policy and Development, University of Minnesota

Education

Calvin College Grand Rapids, Michigan	1962-1965	Psychology Major Biology Minor
Western Michigan University Kalamazoo, Michigan	B.A., 1966	Psychology/Biology Major Secondary Education Minor
University of Illinois Urbana, Illinois	M.A., 1968	School Psychology
University of Illinois Urbana, Illinois	Ph.D., 1971	Educational Psychology/ School Psychology

Professional Positions

Special Education Teacher, Kent County Juvenile Court Center, Grand Rapids, Michigan	1966-67
School Psychology Intern, Oakland County Schools, Pontiac, Michigan	1970-71
Assistant Professor and Associate Professor of School Psychology, The Pennsylvania State University	1971-75
Associate Professor of School Psychology, University of Minnesota	1975-79
Professor of Educational Psychology and Psychology, University of Minnesota	1979-present
Director, Institute for Research on Learning Disabilities	1977-83

Director, National School Psychology Inservice Training Network, University of Minnesota	1977-84
Director, Student Learning in Context Model Project, University of Minnesota	1988-93
Director, School Psychology Program, University of Minnesota	1988-93; 2005- 06, 2009-2010
Director, Enrollment Options for Students with Disabilities University of Minnesota	1990-1999
Director, National Center on Educational Outcomes, University of Minnesota	1991-1999
Emma M. Birkmaier Professor of Educational Leadership, University of Minnesota	1997-
Associate Dean for Research, College of Education and Human Development University of Minnesota	2000-2005
Co-Director, University of Minnesota Center for Research on Reading	2004-2006

Licenses

Licensed Consulting Psychologist, Minnesota
 Certified School Psychologist, Minnesota
 Nationally Certified School Psychologist

Honors & Awards

Lightner Witmer Award. First recipient of this award presented by the School Division of the American Psychological Association for “outstanding scholarly activity” within the broad interest domain of School Psychology, 1973
 Fellow, Divisions 15 and 16, American Psychological Association
 Exemplary Service Award, New Mexico Council for Exceptional Children, 1985.
 American Educational Research Association, Distinguished Special Education Research, 1985.
 College of Education, University of Minnesota, Distinguished Teaching Award, 1988
 Council for Exceptional Children, Distinguished Research Award. 1995
 New York University School of Education, Dorothy H. Hughes Award for Distinguished Service in Educational and School Psychology, 1995
 Elected to membership in the Society for the Study of School Psychology
 Fellow, American Academy of School psychology
 NASP Presidential Award, 1996-97
 Emma M. Birkmaier Endowed Professorship, University of Minnesota, 1997-present
 University of Illinois, College of Education, Distinguished Alumni Award, 1998
 NASP Distinguished Lecturer, 1999
 Minnesota School Psychologists’ Association, Ysseldyke Best Practices Award, 2002
 Council on Learning Disabilities, Floyd Hudson Award for Outstanding Service, 2002
 National Association of School Psychology, President’s Award, 2006
 NASP Legends in School Psychology 2009 Address
 Council for Exceptional Children, J. E. Wallace Wallin Lifetime Achievement Award, , 2009

Editorial Activities

Editor

Editor, School Psychology Newsletter, Pennsylvania Psychological Association, 1973-75
 Editor for the Americas, School Psychology International, 1979-82
 Editor, special issue of Learning Disability Quarterly, Vol. 2, No. 4, Fall 1979
 Editor, special issue of School Psychology Review, Vol. 10, No. 2, 1981
 Editor, School Psychology Series, Lawrence Erlbaum Publishers, 1983
 Editor, Exceptional Children, 1984-90 (primary journal, Council for Exceptional Children)
 Editor, Special Issue of Special Services in the Schools, 1997

Research Activities

Co-Coordinator, Rural Unit of the National Learning Resource Center of Pennsylvania, 1971-72
 Coordinator, Rural Unit, NLRC/P, 1972-73
 Principal Investigator, Aptitude-treatment interaction research with first grade children, Moshannon Valley Schools, Houtzdale, PA, 1971-73
 Principal Investigator, Differential identification of talent potential among disadvantaged rural Appalachian children. National Science Foundation, 1972-73
 Principal Investigator, University of Minnesota Institute for Research on Learning Disabilities, funded by the Bureau of Education for the Handicapped, 1977-83
 Principal Investigator, National Network to Provide Inservice Training to Practicing School Psychologists on Assessment of Handicapped Children, Funded by the Bureau of Education for the Handicapped, 1977-84
 Supervisor, Student Research Grant to Robert Lichtenstein, funded by Bureau of Education for the Handicapped, 1978-1979
 Affiliate, Center for Research in Human Learning, 1980
 Supervisor, Student Research Grant to Linda Stevens, funded by U.S. Office of Special Education and Rehabilitative Services, 1981-82
 Development grant to support research at the Research Instituut Voor Het Onderwijs in Het Noorden, Haren, The Netherlands. University of Minnesota Office of International Programs, 1984
 Research grant to support research at the Research Instituut Voor Het Onderwijs in Het Noorden, The Netherlands. Netherlands Foundation for Educational Research, 1984
 Principal Investigator, Effectiveness of Alternative Methodologies for Identifying Handicapped Students Prior to School Entrance. Funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education, 1984-86
 Principal Investigator, Effectiveness of Alternative Methodologies for Increasing Academic Engaged Time for Handicapped Students. Funded by Special Education Programs, U.S. Department of Education, 1984-89
 Co-Principal Investigator (with R. Bruininks), Preparation of Leadership Personnel: Training Special Education Researchers, U.S. Department of Education, 1983
 Principal Investigator, Instructional Effectiveness of Differing Instructional Arrangements for Mildly Handicapped Students in Regular Elementary Education Settings. Funded by Special Education Programs, U.S. Department of Education, 1986-89

- Principal Investigator, Student-Teacher Ratios and Their Relationship to Instruction and Achievement for Mildly Handicapped Students. Funded by Special Education Programs, U.S. Department of Education, 1986-88
- Principal Investigator, Student Learning in Context Model Project. Funded by Special Education Programs, U.S. Department of Education, 1988-92
- Principal Investigator, Clinical Training Grant to University of Minnesota School Psychology Program. Funded by National Institute of Mental Health, 1988
- Co-Principal Investigator, Training of School Psychologists to Work with Students Who Have Severe Learning and Behavior Problems (with S.L. Christenson). Funded by Office of Special Education Programs, U.S. Department of Education, 1989-93
- Principal Investigator, Clinical Training Grant. National Institute of Mental Health, 1990-92
- Principal Investigator, Open Enrollment and Students With Disabilities: Issues, Implementation, and Policy. Funded by Office of Special Education and Rehabilitative Services, U.S. Department of Education, 1990-1998
- Co-Principal Investigator (with R. L. Bruininks & M.L. Thurlow). The National Center on Educational Outcomes for Students With Disabilities. Funded by Office of Special Education Programs, U.S. Department of Education, 1990-1999
- Principal Investigator. Technical and Implementation Issues in State Assessment and Accountability Systems. Funded by U.S. Office of Education, 1994-1999
- Principal Investigator, Wyoming Assessment Project. Funded by Wyoming Department of Education, 1998-2000
- Principal Investigator, Massachusetts Alternate Assessment Project. Funded by Massachusetts Department of Education, 1998-2000
- Co-Principal Investigator (with David R. Johnson). Intended and Unintended Consequences of High Stakes Assessment and Accountability Systems for Students with Disabilities. Funded by U. S. Department of Education, 2000-2005
- Principal Investigator. Intended and Unintended Consequences of No Child Left Behind for Students with Disabilities. Funded by US Department of Education, 2004-2008

Administration

- Co-Coordinator, National Learning Resource Center of Pennsylvania (Rural Unit), 1971-72
- Coordinator, National Learning Resource Center of Pennsylvania (Rural Unit), 1972
- Director, University of Minnesota Institute for Research on Learning Disabilities, 1977-83
- Director, National School Psychology Inservice Training Network, 1978-84
- Director, Early Childhood Assessment Project, 1984-86
- Director, Instructional Alternatives Project, 1984-89
- Director, Student-Teacher Ratio Project, 1986-89
- Director, Instructional Arrangements Project, 1986-89
- Director, Student Learning in Context Model Project, 1988-92
- Director, University of Minnesota School Psychology Program, 1988-93; 2005-2006; 2009-2010
- Director, Enrollment Options for Students With Disabilities Project, 1990-1998
- Research Area Manager, National Center on Educational Outcomes, 1990-91
- Director, National Center on Educational Outcomes, 1991-1999
- Associate Dean for Research, College of Education and Human Development, 2000-present
- Co-Director, Minnesota Center for Reading Research, 2004-2006

Publications

Books (10 of more than 40)

- Ysseldyke, J.E. & Algozzine, B. (1990). *Introduction to special education*. (3rd Edition). Boston: Houghton-Mifflin.
- Ysseldyke, J.E., Algozzine, B., & Thurlow, M.L. (2000). *Critical issues in special education (3rd Edition)*. Boston: Houghton-Mifflin.
- Algozzine, B. & Ysseldyke, J.E. (2004). *Simple ways to make teaching math more fun (2nd Edition)*, Longmont, CO: Sopris West.
- Ysseldyke, J.E. & Algozzine, B. A. (1995). *Special education: A practical approach for teachers*. Boston: Houghton-Mifflin.
- Ysseldyke, J.E. & Thurlow, M.L. (1994). *Educational outcomes and students with disabilities*. Binghamton, NY: Haworth Press.
- Thompson, S., Quenemoen, R., Thurlow, M. L. & Ysseldyke, J.E. (2001) *Alternate Assessments for Students with Disabilities*. Thousand Oaks, CA: Corwin Press.
- Ysseldyke, J.E. & Algozzine, B.A. (2002) *Tips for parents*. Longmont, CO: Sopris West.
- Thurlow, M.L., Elliott, J.L., & Ysseldyke, J. (2003). *Testing students with disabilities: Practical strategies for complying with district and state requirements*. (2nd edition). Thousand Oaks, CA: Corwin Press.
- Taylor, B.M. & Ysseldyke, J.E. (2007). *Educational interventions for struggling readers*. New York, NY: Teachers College Press.
- Salvia, J.S., Ysseldyke, J.E. & Bolt, S. (2010). *Assessment in special and inclusive education (11th Edition)*. Boston, MA: Wadsworth/Cengage Publications.

Published Monographs and Special Reports

- Ysseldyke, J.E., Reynolds, M. C., & Weinberg, R.A. (1984). *School psychology: A blueprint for the future of training and practice*. Minneapolis, MN: National School Psychology Inservice Training Network.
- Ysseldyke, J.E., Dawson, M., Lehr, C.A., Reschly, D., Reynolds, M., & Telzrow, C. (1997). *School psychology: A blueprint for the future of training and practice II*. Bethesda, MD: National Association of School Psychologists.
- Ysseldyke, J.E., Burns, M.K., Dawson, M., Kelly, B., Morrison, D., Ortiz, S., Rosenfield, S., & Telzrow, C. (2006). *School Psychology: A blueprint for the future of training and practice III*. Bethesda, MD: National Association of School Psychologists.

Chapters in Books 8 of more than 50

- Ysseldyke, J.E. & Elliott, J.L. (1998). Effective instructional practices: Implications for assessing instructional environments. In C. Reynolds & T. Gutkin (Eds.), *The handbook of school psychology*. New York: Wiley.

- Ysseldyke, J.E. & Marston, D. (2000). Origins of categorical special education services in schools and a rationale for changing them. In D. Reschly & D. Tilly (Eds.), *Functional and noncategorical special education*. Longmont, CO: Sopris West.
- Ysseldyke, J.E., Nelson, J.R., & House, A.L. (2000). Statewide and districtwide assessments: Current status and guidelines for student accommodations and alternate assessments. In C. Telzrow & M. Tankersley (Eds.), *IDEA amendments of 1997: Practice guidelines for school-based teams*. Bethesda, MD: National Association of School Psychologists.
- Ysseldyke, J.E. & Nelson, J.R. (2002). Reporting results of student performance on large-scale assessments. In G. Tindal & T. Haladyna (Eds.), *Large-scale assessment programs for all students: Development, implementation, and analysis*. New York: Lawrence Erlbaum.
- Reschly, D. & Ysseldyke, J.E. (2002). Paradigm shift: The past is not the future. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology IV*. Bethesda, MD: National Association of School Psychologists.
- Ysseldyke, J.E. & McLeod, S. (2007). Using technology to enhance RTI progress monitoring. In S. Jimerson, M. Burns & A. VanderHeyden (Eds.), *Response to Intervention*. Pp. 396-407. New York: Springer.
- McLeod, S. & Ysseldyke, J.E. (2008). Digital technologies for data-driven school psychologists. In J. Grimes & A. Thomas (Eds.), *Best Practices in School Psychology V*. Bethesda, MD: National Association of School Psychologists.
- Ysseldyke, J.E. & Burns, M. (2009). Functional assessment of instructional environments for the purpose of making data-driven instructional decisions. In C. Reynolds & T. Gutkin (Eds.), *The handbook of school psychology (fourth edition)*, pp. 410-433. New York: John Wiley.

Tests and Scales

- Ysseldyke, J.E. & Christenson, S.L. (1987). *The Instructional Environment Scale (TIES)*. Austin, TX: Pro-Ed.
- Ysseldyke, J.E., Samuels, S. J., & Christenson, S.L. (1988). *Teacher Evaluation Rating Scale (TeachERS)*. Austin, TX: Pro-Ed.
- Ysseldyke, J.E. & Christenson, S.L. (1993). *The Instructional Environment System - II*. Longmont, CO: Sopris West.
- Ysseldyke, J.E. & Christenson, S.L. (2002). *Functional Assessment of Academic Behavior: Creating successful learning environments*. Longmont, CO: Sopris West.

Instructional Materials

- Algozzine, B. & Ysseldyke, J.E., & Elliott, J.E. (1997). *Strategies and tactics for effective instruction*. Longmont, CO: Sopris West.
- Elliott, J.E., Algozzine, B., & Ysseldyke, J.E. (1997). *Timesavers for educators*. Longmont, CO: Sopris West.

Journal Articles (All Refereed Articles since 2000)

- Thurlow, M.L., House, A.L., Scott, D.L. & Ysseldyke, J.R. (2000). Students with disabilities in large-scale assessments: State participation and accommodation policies. *Journal of Special Education, 34*, 154-163.
- Ysseldyke, J.E. (2000). Déjà vu all over again: What will it take to solve big instructional problems? *School Psychology Review, 29* (4), 575-576
- Bielinski, J., Ysseldyke, J.E., Bolt, S., Friedebach, J. & Friedebach, M. (2001). Prevalence of accommodations for students with disabilities participating in a statewide testing program. *Assessment for Effective Instruction, 26*(2), 21-28
- Spicuzza, R., Ysseldyke, J., Lemkuil, A., Kosciolock, S., Boys, C. & Teelucksingh, E. (2001). Effects of using a curriculum-based monitoring system on the classroom instructional environment and math achievement. *Journal of School Psychology, 39* (6), 521-542.
- Ysseldyke, J.E., Thurlow, M.L., Bielinski, J., House, A., Moody, M. & Haigh, J. (2001). The relationship between instructional and assessment accommodations in an inclusive state accountability system. *Journal of Learning Disabilities, 34*(3), 212-220.
- Ysseldyke, J.E. (2001). Reflections on a research career: Generalizations from 25 years of research on assessment and instructional decision-making. *Exceptional Children, 67* (3), 295-310
- Ysseldyke, J. E. & Bielinski, J. (2002). Effects of different methods of reporting and reclassification on trends in the performance of students with disabilities. *Exceptional Children, 68* (2), 189-200
- Ysseldyke, J.E., Spicuzza, R., Kosciolock, S., & Boys, C. (2003) Effects of a learning information system on mathematics achievement and classroom structure. *Journal of Educational Research, 96* (3), 163-174.
- Spicuzza, R., Ysseldyke, J., Kosciolock, S., Teelucksingh, E., Boys, C., & Lemkuil, A. (2003). Using a curriculum-based instructional management system to enhance math achievement in urban schools. *Journal for the Education of Students Placed at Risk, 8*(2), 247-265
- Ysseldyke, J.E., Nelson, J.R., Johnson, D.R., Christenson, S., Dennison, A., Sharpe, M., & Hawes, M. (2004). What we know and need to know about the consequences of large-scale assessments for students with disabilities. *Exceptional Children, 71* (1), 75-96.
- Ysseldyke, J.E., Thill, T., Hannigan, E., & Betts, J. (2004). Use of an instructional management system to improve mathematics skills for students in Title 1 programs. *Preventing School Failure, 48*(4): 10-15.
- Ysseldyke, J.E., Tardrew, S., Betts, J., Thill, T., & Hannigan, E. (2004). Use of an instructional management system to enhance math instruction of gifted and talented students. *Journal for Education of the Gifted, 27* (4), 293-310.
- Burns, M.K. & Ysseldyke, J.E. (2005). Comparison of existing responsiveness-to-intervention models to identify and answer implementation questions. *California School Psychologist, 10*, 9-20.
- Ysseldyke, J.E. (2005). Assessment and Decision Making in Learning Disabilities: What if this is as good as it gets? *Learning disability Quarterly, 28* (2), 128-132.
- Ysseldyke, J., Thill, T., Pohl, J., & Bolt, D. (2005). Using Math Facts in a Flash to enhance computational fluency. *Journal of Evidence Based Practices for Schools, 6*(1), 59-89.

- Bolt, S. & Ysseldyke, J.E. (2006). Comparing DIF across Math and Reading/Language Arts Tests for Students Receiving a Read-Aloud Accommodation. *Applied Measurement in Education*, 19(4), 329-355.
- Christenson, S.L., Decker, D., Triezenberg, H.L., Ysseldyke, J.E. & Reschly, A. (2007). Consequences of high-stakes assessment for students with and without disabilities. *Educational Policy*, 21(4), 662-690.
- Ysseldyke, J. & Bolt, D. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. *School Psychology Review*, 36 (3), 453-467.
- Ysseldyke, J., & Tardrew, S. (2007). Use of a progress-monitoring system to enable teachers to differentiate math instruction. *Journal of Applied School Psychology*, 24(1), 1-28..
- Bolt, S. E., & Ysseldyke, J. E (2008). Accommodating students with disabilities in large-scale testing: A comparison of differential item functioning (DIF) identified across disability types. *Journal of Psychoeducational Assessment*, 26, 121-138.
- Ysseldyke, J.E., Lehr, C.A. & Stodolka, A. (2008). Supplemental Educational Services: Implications for students with disabilities. *Remedial and Special Education*, 333-342.
- Burns, M.K. & Ysseldyke, J.E. (2009). Prevalence of Evidence-Based Practices in Special Education. *Journal of Special Education*, 43 (1), 3-11.
- Lehr, C.A., Tan, C.S. & Ysseldyke, J.E. (2009). Alternative schools: A synthesis of state level policy and research. *Remedial and Special Education*, 30: 19-32.
- Ysseldyke, J.E., Burns, M.K. & Rosenfield, S. (2009). Blueprints on the future of training and practice in school psychology: What do they say about educational and psychological consultation? *Journal of Educational and Psychological Consultation*, 19, 177-196.
- Bolt, D.M., Ysseldyke, J.E., & Patterson, M.J. (2010). Students, teachers, and schools as sources of variability, integrity and sustainability in implementing progress monitoring. *School Psychology Review*. 39(4), 612-630.
- Burns, M.K., Klingbeil, D. & Ysseldyke, J.E.(2010). The effects of technology enhanced formative evaluation on student performance on state accountability math tests. *Psychology in the Schools*. 47(6), 582-591.
- Lekwa, A. & Ysseldyke, J. (2010). Dissertation research in school psychology: Changes in topics and methods over the past 25 years.. *Journal of Applied School Psychology*, 26(1), 17-37.
- McBride, J., Ysseldyke, J.E., Milone, M. & Stickney, E. (2010). Technical adequacy and cost benefit of four measures of early literacy. *Canadian Journal of School Psychology*.25(2), 189-204.
- Ysseldyke, J., Burns, M. K., Scholin, S. E., & Parker, D. C. (2010). Instructionally valid assessment within RtI. *Teaching Exceptional Children*, 42 (4), 54-61.

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Ysseldyke, J., Lekwa, A., Klingbeil, D. & Cormier, D. (in press). Assessment of ecological factors as an integral part of academic and mental health consultation. *Journal of Educational and Psychological Consultation*.

Ysseldyke, J.E. & Nelson, P.M. (in press). Assessment in special and inclusive education. In J.A. Banks (Ed.). *Encyclopedia of diversity in education*. New York: Sage Publications.

Non-Refereed Publications

Ysseldyke, J.E. (1978). Review: BACKS: Basic Achievement of Common Knowledge and Skills by Anant S. Deshpande and Harry E. Anderson. In O.K. Buros (Ed.), *The Eighth Mental Measurements Yearbook*, 557-558.

Ysseldyke, J.E. (1978). Review: Student Disability Survey, by Harold F. Burks. In O. K. Buros (Ed.), *The Eighth Mental Measurements Yearbook*, 602-603.

Meyers, J. & Ysseldyke, J.E. (1980). An overview of the Spring Hill Symposium on the Future of Psychology in the Schools. *Communique*, 2, 4.

Ysseldyke, J.E. (1983). Review of the Nelson Denny Reading Test. Accession Number AN 09112188, Buros Institute Database (Search Label MMYD), Bibliographic Retrieval Services, Inc. (BRS).

Ysseldyke, J.E. (1983). Review of the Stanford Diagnostic Reading Test. Accession Number AN-09110777, Buros Institute Data Base (Search Label MMYD), Bibliographic Retrieval Services, Inc. (BRS).

Ysseldyke, J.E. (1985). Current practice in making referral, classification, and evaluation decisions in educational settings. *Barry Lehrer Memorial Lecture Series*. Cincinnati, OH: University of Cincinnati.

Ysseldyke, J.E. (1985). Review: Nelson-Denny Reading Test by J. I. Brown, J. M. Bennett, & G. Hanna. In J. Mitchell (Ed.), *The Ninth Mental Measurements Yearbook*, 1037.

Ysseldyke, J.E. (1985). Review of the basic achievement skills individual screener. *Journal of Counseling and Development*, 64, 90-91.

Ysseldyke, J.E. (1985). Review: Stanford Diagnostic Reading Test by B. Karlsen, R. Madden, & E. F. Gardner. In J. Mitchell (Ed.), *The Ninth Mental Measurements Yearbook*, 1464-65.

Ysseldyke, J.E. (1989). Review of the Diagnostic Achievement Test for Adolescents (DATA) by P. Newcomer and B. Bryant. In J. Mitchell (Ed.), *Buros' Tenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

Ysseldyke, J.E. (1989). Review of Bracken Basic Concept Scale (BBCS) by Bruce Bracken. In J. C. Conoley & J. J. Kramer (Eds.), *Buros' Tenth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska Press.

Ysseldyke, J.E. & Larson, R. (1990). The Student Learning in Context Model Project. *Minnesota CLD Monitor*, 7, 4-7.

Ysseldyke, J.E. (1990). Review of Missouri Kindergarten Inventory of Developmental Skills. Accession Number AN-11020473, Buros Institute Database (Search Label MMYD), BRS Information Technologies.

- Ysseldyke, J.E. (1990). Review of the Dallas Pre-School Screening Test. Accession Number AN-11020093, Buros Institute Database (Search Label MMYD), BRS Information Technologies.
- Ysseldyke, J.E. (1992). Review of Missouri Kindergarten Inventory of Developmental Skills. In J. C. Conoley & J. Kramer (Eds.), *Buros Eleventh Mental Measurements Yearbook*. Lincoln: University of Nebraska Press, pp. 573-574.
- Ysseldyke, J.E. (1992). Review of the Dallas Preschool Screening Test. In J. C. Conoley & J. Kramer (Eds.), *Buros Eleventh Mental Measurements Yearbook*. Lincoln: University of Nebraska Press, pp. 263-264.
- Ysseldyke, J.E. & Thurlow, M.L. (1992). Education outcomes: Do we consider all students? *Communique*, 20(6), 16.
- Ysseldyke, J.E. (1993). Review of the Developmental Test of Visual Motor Integration. Accession number AN-12151094, Mental Measurements Yearbook Database (Search Label MMVD), BRS Information Technologies.
- Ysseldyke, J.E. (1995). Review of the Developmental Test of Visual-Motor Integration. In J.C. Conoley & J.C. Impara (Eds.), *Buros' Twelfth Mental Measurements Yearbook*, Lincoln, NE: University of Nebraska Press, 288-289.
- Ysseldyke, J.E. (1995). Review of the Sensory Integration and Praxis Tests. In J. C. Conoley & J.C. Impara (Eds.), *Buros' Twelfth Mental Measurements Yearbook*, Lincoln, NE: University of Nebraska Press, 353-354
- Ysseldyke, J.E. & Erickson, R.N. (1997). How are you doing? *RRFC Links: The Regional Resource and Federal Centers (RRFC) Network Newsletter*, Winter 1997, pp. 5-7.
- Ysseldyke, J.E. (2001). Review of the Gibson Spiral Maze Test. In B. Plake & J. Impara (Eds.). *Fourteenth Mental Measurements Yearbook*, 507-508 (invited, non-refereed)
- Ysseldyke, J.E. (2001). Review of the Conners' Continuous Performance Test. In B. Plake & J. Impara (Eds.). *Fourteenth Mental Measurements Yearbook*, 330-331 (invited, non-refereed)
- Ysseldyke, J.E. (2001). Interpreting trends in large-scale student test performance. *NASP Communique*, 30 (1), 29-30. (invited, non-refereed)
- Ysseldyke, J.E. (2004). Review of the Dyslexia Screening Test. In *Buros Mental Measurements Yearbook*. Lincoln, NE: Buros Mental Measurements Institute.
- Ysseldyke, J.E. & Bolt, S.E. (2004). Functional assessment of academic behavior. In T.S. Watson & C.H. Skinner (Eds.), *Encyclopedia of School Psychology*. New York: Kluwer Academic/Plenum Publishers. 127-128.
- Christ, T. J., Burns, M. K., & Ysseldyke, J. E. (2005). Conceptual confusion within response-to-intervention vernacular: Clarifying meaningful differences. *Communique*, 34 (3), 1, 6-8.
- Telzrow, C. Burns, M. & Ysseldyke, J. (October, 2006). Blueprint III: Images of School Psychology's future. *Communique*. 35(2), 20-22.
- Foreword, Burns, M.K. & VanDerHeyden, A. (2010) *Essentials of Response to Intervention*
- Burns, M.K. & Ysseldyke, J.E. (2009). *Math facts automaticity: The missing element in improving math achievement*. Wisconsin Rapids, WI: Renaissance Learning.