

# Publications

## Books and Monographs

Nyquist, J. D., Abbott, R. D., Wulff, D. H., & Sprague, J. (Eds.) (1991) *Preparing the Professoriate of Tomorrow to Teach: Selected Readings for TA Training*. Dubuque, Iowa: Kendall-Hunt, 457 pp.

Backlund, P., & Abbott, R. D. (1991). *Understanding and Using Student Ratings to Improve Your Teaching*. University of Washington: Center for Instructional Development and Research, 47 pp.

Nyquist, J. D., Abbott, R. D., & Wulff, D. H. (Eds.) (1989). *Training the Teaching Assistant in the 1990s*. San Francisco: Jossey-Bass, 137 pp.

Abbott, R. D. (1984). *Student's Guide to Introductory Statistics (Rev. Ed.)*. Seattle: University of Washington Division of Independent Study, 63 pp.

Abbott, R. D., and Review Panel on PRI/RS. (1984). *Prescriptive Reading Inventory/Reading System Review*. Seattle: Seattle Public Schools, 61 pp.

Lunneborg, C., & Abbott, R. D. (1983). *Elementary Multivariate Analysis for the Behavioral Sciences: Applications of Basic Structure*. New York: Elsevier North-Holland Science Publishing Co., 522 pp.

Abbott, R. D. (1980). *Student's Guide to Introductory Statistics*. Seattle: University of Washington, Division of Independent Study, 46 pp.

## Contributions to Books

Berninger, V., Garcia, N., & Abbott, R. (in press). Multiple processes that matter in writing instruction and assessment. In Gary Troia (Ed.), *Writing instruction and assessment for struggling writers: From theory to evidence based practices*. Guilford.

Abbott, R. D., Amtmann, D., & Munson, J. (2006). Statistical analysis for field experiments and longitudinal data in writing research. In C. Macarthur, S. Graham, & J. Fitzgerald (Eds.) *Handbook of Writing Research* (pp. 374-386). New York: Guilford Press.

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- Abbott, R. D., Amtmann, D. & Munson, J. (2003). Exploratory and confirmatory methods in learning disabilities research. In H. L. Swanson, K. Harris & S. Graham (Eds.) *Handbook of Learning Disabilities* (pp.471-482). New York: Guilford Press.
- Berninger, V. W., Nagy, W. E., Carlisle, J., Thomson, J., Hoffer, D., Abbott, S., Abbott, R.D., Richards, T., & Aylward, E. (2003). Effective treatment for dyslexics in grades 4-6: Behavioral and brain evidence. In B. Foorman (Ed.), *Preventing and remediating reading difficulties: Bringing science to scale* (pp. 381-417). Timonium, MD: York Press, Inc.
- Hawkins, J. D., Smith, B. H., Hill, K. G., Kosterman, R., Catalano, R., & Abbott, R. D. (2003). Understanding and preventing crime and violence: Findings from the Seattle Social Development Project. In T. P. Thornberry & M. D. Krohn (Eds.) *Taking stock of delinquency: An overview of findings from contemporary longitudinal studies* (pp. 255-312). New York: Plenum.
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- Berninger, V. W., Abbott, R. D, Billingsley, F., Nagy, W. (2001). Processes underlying timing and fluency of reading: Efficiency, automaticity, coordination, and morphological awareness. In M. Wolf (Ed.) *Dyslexia, Fluency, and the Brain*. (pp. 383-414.) Timonium, Md: York Press, Inc.
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- Abbott, R. D., & Berninger, V. W. (1995). Structural equation modeling and hierarchical linear modeling: Tools for identifying orthographic processes in reading and writing development. In V. Berninger (Ed.), *The varieties of orthographic knowledge II: Theoretical and developmental issues* (pp. 321-353). Dordrecht, The Netherlands: Kluwer Academic Publishers.

- Peterson, P. L., Hawkins, J. D., Abbott, R. D., & Catalano, R. F. (1995). Disentangling the effects of parental drinking, family management, and parental alcohol norms on current drinking by black and white adolescents. In Boyd, G. M., Howard, J., & Zucker, R. A. *Alcohol problems among adolescents: Current directions in prevention research*. (pp. 33-58). Hillsdale, NJ: Lawrence Erlbaum.
- Berninger, V. W., & Abbott, R. D. (1994). Multiple orthographic and phonological codes in literacy acquisition: An evolving research program. In V. W. Berninger (Ed.), *The varieties of orthographic knowledge I: Theoretical and developmental issues* (pp. 277-317). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Wulff, D. H., Abbott, R. D., & Nyquist, J. D. (1994). Preparing TAs for their instructional roles by developing collaborative relationships between an instructional development center and administrators, departments, and TAs. In K. G. Lewis (Ed.) *The TA Experience: Preparing for Multiple Roles*. (pp. 98-106). Chicago, Illinois: New Forums Press.
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- Hawkins, J. D., Catalano, R. F., Morrison, D. M., O'Donnell, J., Abbott, R. D., & Day, L. E. (1992). The Seattle Social Development Project: Effects of the first four years on protective factors and problem behaviors. In J. McCord, & R. Tremblay (Eds.) *The Interaction of Theory and Practice: Experimental Studies of Interventions* (pp. 139-161). New York: Guilford Publications, Inc.
- Hawkins, J. D., Abbott, R. D., Catalano, R. F., & Gillmore, M. R. (1991). Assessing Effectiveness of Drug Abuse Prevention: Long-term Effects and Replication. In C. G. Leukefeld and W. J. Bukoski (Eds.) *Drug Abuse Prevention Intervention Research: Methodological Issues* (pp. 195-212). Washington, D.C.: National Institute of Drug Abuse. Also published in *Estudios sobre intervenciones en prevencion del abuso de drogas: aspectos metodologicos*. Medidas de efectividad en prevencion del abuso de drogas: Aspectos de aplicacion que influyen sobre los efectos a largo plazo y sobre la reproductibilidad del programa (pp. 187-203). Madrid, Spain: Centro de estudios sobre promocion de la salud, 1995.
- Wulff, D. H., Nyquist, J. D., & Abbott, R. D. (1991). Developing a TA Training Program that Reflects the Culture of the Institution: TA Training at the University of Washington. In J. D. Nyquist, R. D. Abbott, D. H. Wulff, and J. Sprague (Eds.) *Preparing the Professoriate of Tomorrow to Teach: Selected Readings for TA Training* (pp. 113-122). Dubuque, Iowa: Kendall-Hunt.

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- Wulff, D. H., Nyquist, J. D., & Abbott, R. D. (1987). Students' Perceptions of Large Classes. In M. G. Weimer (Ed.) *Teaching Large Classes Effectively* (pp. 17-31). San Francisco: Jossey-Bass.
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## Journal Articles

- Gruman, D. H., Harachi, T. W., Abbott, R. D., Catalano, R. F., & Fleming, C. B. (in press). Longitudinal effects of student mobility on three dimensions of elementary school adjustment. *Child Development*.
- Amtmann, D., Abbott, R.D., & Berninger, V. W. (in press). Identifying and predicting classes of response to explicit phonological spelling instruction during independent composing. *Journal of Learning Disabilities*.
- Fleming, C. B., Mason, W. A., Mazza, J. J., Abbott, R. D., & Catalano, R. F. (in press). Latent growth modeling of the relationship between depressive symptoms and substance use during adolescence. *Psychology of Addictive Behaviors*.
- Van Horn, M. L., Fagan, A. A., Jaki, T., Brown, E. C. Hawkins, J.D., Arthur, M. W., Abbott, R. D., & Catalano, R. F. (in press). Using multilevel mixtures to evaluate intervention effects in group randomized trials. *Multivariate Behavioral Research*.
- Richards, T., Stevenson, J., Crouch, J., Johnson, C., Maravilla, K., Stock, P., Abbott, R. D., & Berninger, V. W. (in press). Tract-based spatial statistics of diffusion tensor imaging in adults with dyslexia. *American Journal of Neuroradiology*.
- Altemeier, L., Abbott, R. D., & Berninger, V. W. (in press). Contribution of executive functions to reading and writing in typical literacy development and dyslexia. *Journal of Clinical and Experimental Neuropsychology*.
- Berninger, V., Raskind, W., Richards, T., Abbott, R., & Stock, P. (in press). A multidisciplinary approach to understanding developmental dyslexia within working-memory architecture: Genotypes, phenotypes, brain, and instruction. *Developmental Neuropsychology*.
- Bailey, J. A., Hill, K. G., Hawkins, J. D., Catalano, R. F., & Abbott, R. D. (in press). Men's and women's month-by-month patterns of substance use around pregnancy. *Birth: Issues in Perinatal Care*.
- Oesterle, S., Hill, K. D., Hawkins, J. D., & Abbott, R. D. (2008). Positive functioning and alcohol use disorders from adolescence to young adulthood. *Journal of Studies on Alcohol and Drugs*, 69, 100-111.
- Brown, E. C., Hawkins, J. D., Arthur, M. W., Abbott, R. D., & Van Horn, M. L. (in press). Multilevel analysis of a measure of community prevention collaboration. *American Journal of Community Psychology*.
- Berninger, V. W., Nielsen, K., Abbott, R. D., Wijsman, E., & Raskind, W. (in press). Gender differences in severity of writing and reading disabilities. *Journal of School Psychology*.

- Seo, Y., Abbott, R. D., & Hawkins, J. D. (in press). Outcome status at age 21 and age 24 of students with learning disabilities. *Journal of Learning Disabilities*.
- Berninger, V. W., Nielsen, K., Abbott, R. D., Wijsman, E., & Raskind, W. (in press). Writing problems in developmental dyslexia: Under-recognized and under-treated. *Journal of School Psychology*.
- Hawkins, J.D., Brown, E. C., Oesterle, S., Arthur, M. W., Abbott, R. D., Catalano, R. F. (in press). Early effects of Communities that Care on targeted risks and initiation of delinquent behavior and substance use. *Journal of Adolescent Health*.
- Amtmann, D., Abbott, R.D., & Berninger, V. W. (in press). Mixture growth models of RAN and RAS row by row: Insight into the reading system at work across time. *Reading and Writing: An Interdisciplinary Journal*.
- Berninger, V. W., Winn, W., Stock, P., Abbott, R. D., Eschen, K., Lin, S., Garcia, N., Anderson-Youngstrom, M., Murphy, H., Lovitt, D., Trevioli, P., Jones, J., Amtmann, D., & Nagy, W. (in press). Tier 3 specialized writing instruction for students with dyslexia. *Reading and Writing: An Interdisciplinary Journal*.
- Dawson, G., Estes, A., Munson, J., Schellenberg, G., Bernier, R., & Abbott, R. D. (in press). Quantitative assessment of autism symptom-related traits in probands and parents: Broader phenotype autism symptom scale. *Journal of Autism and Developmental Disorders*.
- Dawson, G., Munson, J., Webb, S. J., Nalty, T., Abbott, R. D., & Toth, K. (in press). Rate of head growth decelerates and symptoms worsen in the second year of life in autism. *Biological Psychiatry*.
- Vadasy, P. F., Sanders, E. A., & Abbott, R. D. (in press). Effects of supplemental early reading intervention at 2-year follow up: reading skill growth patterns and predictors. *Scientific Studies of Reading*.
- Webb, S. J., Nalty, T., Munson, J., Brock, C., Abbott, R. D., & Dawson, G. (2007). Rate of head circumference growth as a function of autism diagnosis and history of autistic regression. *Journal of Child Neurology*, 22, 1182-1190.
- Hawkins, J. D., Smith, B. H., Hill, K. G., Kosterman, R., Catalano, R. F., & Abbott, R. D. (2007). Promoting social development and preventing health and behavior problems during the elementary grades: Results from the Seattle Social Development Project. *Victims and Offenders*, 2, 161-181.
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Catalano, R. F., Mazza, J., Harachi, T. W., Abbott, R. D., Haggerty, K. P., & Fleming, C. B. (2003). Raising healthy children through enhancing social development in elementary school: Results after 1.5 years. *Journal of School Psychology*, 41, 143-164.

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