## References

Blyden, A. E. (1988). Shared story reading for severely handicapped learners. *Reading Improvement*, 25, 67–70.

Browder, D. M., Gibbs, S., Ahlgrim-Delzell, L., Courtade, G., Lee, A. (2007). *Early Literacy Skills Builder.* Verona, WI: Attainment Company.

Browder, D. M., Lee, A., & Mims, P. J. (2009). *Literacy for students* with multiple disabilities: Using systematic instruction, individualized responses, and assistive technology. Unpublished manuscript.

Browder, D. M., Mims, P. J., Spooner, F., Ahlgrim-Delzell, L., & Lee, A. (2008). Teaching elementary students with multiple disabilities to participate in shared stories. *Research and Practice for Persons with Severe Disabilities*, 33, 3–12.

Browder, D. M., Trela, K., & Jimenez, B. (2007). Training teachers to follow a task analysis to engage middle school students with moderate and severe developmental disabilities in grade-appropriate literature. *Focus on Autism and Other Developmental Disabilities*, 22, 206–219. Browder, D. M., Wakeman, S. Y., Spooner, F., Ahlgrim-Delzell, L., & Algozzine, B. (2006). Research on reading instruction for individuals with significant cognitive disabilities. *Exceptional Children*, 72, 392–408.

Center for Applied Special Technology. (CAST). (2009). *Universal design for learning guidelines. Version 1.0.* Wakefield, MA: Author.

Individuals with Disabilities Improvement Act. (2004).

Mims, P. J., Browder, D. M., Baker, J., Lee, A., & Spooner, F. (2008). Increasing participation of students with profound disabilities and visual impairments. *Education and Training in Developmental Disabilities*, 44, 409–420.

Skotko, B. G., Koppenhaver, D. A., & Erickson, K. A. (2004). Parent reading behaviors and communication outcomes in girls with Rett Syndrome. *Exceptional Children*, 70, 145–167. New York: Simon and Schuster.

Viorst, J., & Cruz, R. (1972). *Alexander and the terrible, horrible, no good, very bad day.* New York: Simon and Schuster.