

OTHER PUBLICATIONS BY DIANE M. BROWDER, PhD

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BOOKS

- Browder, D. (2020). *OK different: Memoir of a special educator*. Verona, WI: Attainment Company.
- Browder, D. M., Spooner, F., & Courtade, G. (2020). *Teaching students with moderate and severe disabilities* (2nd ed.). New York: Guilford Press.
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BOOK CHAPTERS

- Haughney, K., & **Browder**, D. (2017). Social studies for students with autism spectrum disorders. In H. Chiang (Ed.), *Curricula for teaching students with autism spectrum disorder* (pp. 137–160). Cham, Switzerland: Springer International.
- Saunders, A., **Browder**, D. M., & Root, J. (2017). Teaching mathematics and science to students with intellectual disability. In M. Wehmeyer & K. A. Shogren (Eds.), *Research-based practices for educating students with intellectual disability* (pp. 343–364). New York: Routledge.
- Browder**, D. (2015). What should we teach students with moderate and severe disabilities? In B. Bateman, J. W. Loyd, & M. Tankersley (Eds.), *Enduring issues in special education* (pp. 52–73). New York: Routledge.

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- Root, J. R., **Browder, D. M., & Jimenez, B.** (2015). Access to algebra for students with moderate and severe developmental disabilities. In B. S. Witzel & P. J. Riccomini (Eds.), *Arithmetic to algebra gap: Instructional and intervention recommendations*. Arlington, VA: Council for Exceptional Children.
- Lee, A., Wood, L., & **Browder, D.** (2015). Systematic instruction. In F. Brown & J. Anderson (Eds.), *Individual positive behavior supports: A standards-based guide to practices in school and community-based settings* (pp. 221–235). Baltimore, MD: Brookes.
- Browder, D. M., Hudson, M. E., & Wood, L.** (2014). How do we use principles of high quality instruction in the general education classroom in providing access to the general education curriculum? In J. McLeskey, N. L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of research and practice for effective inclusive schools* (pp. 339–351). New York: Routledge.
- Spooner, F., McKissick, B. R., Hudson, M., & **Browder, D. M.** (2014). Access to the general curriculum in general education classes. In M. Agran, F. Brown, C. Hughes, C. Quirk, & D. Ryndak (Eds.), *Equity and full participation for individuals with severe disabilities: A vision for the future* (pp. 217–234). Baltimore, MD: Brookes.
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- Browder, D. M., Trela, K., Gibbs, S. L., Wakeman, S. Y., & Harris, A. A. (2007).** Academic skills: Reading and mathematics. In S. L. Odom, R. H. Horner, M. Snell, & J. Blacher (Eds.), *Handbook on developmental disabilities* (pp. 292–309). New York: Guilford Press.
- Browder, D. M., & Cooper-Duffy, K. (2006).** What is special about special education for students with severe disabilities? In B. G. Cook, & B. R. Schirmer (Eds.), *What is special about special education* (pp. 26–36). Austin, TX: Pro-Ed.
- Bambara, L. M., Koger, F., & **Browder, D. M. (2006).** Home and community. In M. E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (6th ed., pp. 529–572). Upper Saddle River, NJ: Merrill/Prentice Hall.
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- Eckert, T., & **Browder, D. M. (1997).** Stimulus manipulations: Enhancing materials for self-directed learning. In E. M. Pinkston & D. Baer (Eds.), *Environment and behavior* (pp. 279–288). Boulder, CO: Westview Press.
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Jones, E. D., **Browder**, D. M., & Payne, J. (1981). Family concerns. In J. S. Payne & J. R. Patton (Eds.), *Introduction to mental retardation*. Columbus, OH: Charles E. Merrill.

RESEARCH AND OTHER

PROFESSIONAL PUBLICATIONS BY TOPIC

LITERACY

Allison, C., Root, J. R., **Browder**, D. M., & Wood, L. (2017). Technology-based shared story reading for students with autism who are English-language learners. *Journal of Special Education Technology, 1–11*. DOI: 10.1177/0162643417690606

Ahlgrim-Delzell, L., **Browder**, D., Wood, L., Stanger, C., Preston, A., Kemp-Inman, A. (2016). Systematic instruction of phonics skills using an iPad for students with developmental disabilities who are AAC users. *Journal of Special Education, 50*, 86–97.

Lee, A., **Browder**, D. M., Hawley, K., Flowers, C., & Wakeman, S. (2016). Teaching writing in response to text to students with developmental disabilities who participate in alternate assessments. *Education and Training in Developmental Disabilities, 41*, 132–137.

Browder, D. M., Root, J., Wood, L., & Allison, C. (2015). Effects of a story mapping procedure using the iPad on the comprehension of narrative texts by students with autism spectrum disorder. *Focus on Autism and Developmental Disabilities, 1–13*. DOI: 10.1177/1088357615611387

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Ahlgrim-Delzell, L., **Browder**, D. M., & Wood, L. (2014). Effects of systematic instruction and an augmentative communication device on phonics skills acquisition for students with moderate intellectual disability who are nonverbal. *Education and Training in Autism and Developmental Disabilities, 49*, 517–532.

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- Hudson, M. E., **Browder**, D. M., & Wakeman, S. Y. (2013). How to adapt and teach comprehension of grade-level text to early readers and nonreaders with moderate and severe intellectual disability. *Teaching Exceptional Children*, 45(3), 14–23.
- Saunders, A., Spooner, F., **Browder**, D., Wakeman, S., & Lee, A. (2013). Teaching the common core in English language arts to students with severe disabilities. *Teaching Exceptional Children*, 46, 22–33.
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- Baker, J., Spooner, F., Ahlgrim-Delzell, L., Flowers, C., & **Browder**, D. M. (2010). A measure of emergent literacy for students with severe developmental disabilities. *Psychology in the Schools*, 47, 501–513.
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- Mims, P., **Browder, D., Baker, J., Lee, A., & Spooner, F. (2009).** Increasing comprehension of students with significant intellectual disabilities and visual impairments during shared stories. *Education and Treatment in Developmental Disabilities, 44*, 409–420.
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MATHEMATICS

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- Browder**, D. M., Spooner, F., Ahlgrim-Delzell, D. M., Harris, A., & Wakeman, S. (2008). A meta-analysis on teaching mathematics to students with significant cognitive disabilities. *Exceptional Children*, *74*, 407–432.
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- Gardill, M. C., & **Browder**, D. M. (1995). Teaching stimulus classes to encourage independent purchasing by students with severe behavior disorders. *Education and Training in Mental Retardation and Developmental Disabilities*, *30*, 254–264.
- Lalli, J., Mace, F. C., & **Browder**, D. M., & Brown, K. (1989). A comparison of procedures to teach number matching skills. *Mental Retardation*, *27*, 75–84.

SCIENCE

- Knight, V., Wood, C. L., Spooner, F., **Browder**, D. M., & O'Brien, C. (2015). An exploratory study using science etexts with students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 30*, 86–99.
- Hudson, M. E., **Browder**, D. M., & Jimenez, B. (2014). Effects of a peer-delivered system of least prompts intervention and adapted science read-alouds on listening comprehension for participants with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities, 49*, 60–77.
- Knight, V. F., Spooner, F., **Browder**, D. M., Smith, B. R., & Wood, C. L. (2013). Using graphic organizers and systematic instruction to teach science concepts to students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 42*, 378–389.
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- Courtade, G., **Browder**, D. M., Spooner, F. H., & DiBiase, W. (2010). Training teachers to use an inquiry-based task analysis to teach science to students with moderate and severe disabilities. *Education and Training in Developmental Disabilities, 45*, 378–399.
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SOCIAL STUDIES

- Wood, L., **Browder**, D. M., & Flynn, L. (2015). Teaching students with intellectual disability to use a self-questioning strategy to comprehend social studies text for an inclusive setting. *Research and Practice in Severe Disabilities*, 40, 275–293.
- Zakas, T., **Browder**, D. M., Ahlgrim-Delzell, L., & Hefner, T. (2013). Teaching social studies content to students with autism using a graphic organizer intervention. *Research in Autism Spectrum Disorders*, 7, 1075–1086. DOI: 10.1016/j.rasd.2013.06.001

OTHER ACADEMIC/GENERAL

CURRICULUM ACCESS/ALTERNATE ASSESSMENT

- Spooner, F., & **Browder**, D. M. (2015). Raising the bar: Significant advances and future needs for promoting learning for students with severe disabilities. *Remedial and Special Education*, 36, 28–32.
- Fleury, V., Hedges, S., Hume, K., **Browder**, D., El Zein, F., Thompson, J. L., Reutebuch, C., Fallin, K., & Vaughn, S. (2014). Academic performance of secondary students on the autism spectrum. *Remedial and Special Education*, 35, 68–79.
- Hudson, M. E., **Browder**, D. M., & Wood, L. (2013). Review of experimental research on academic learning by students with moderate and severe intellectual disability in general education. *Research and Practice for Persons with Severe Disabilities*, 38, 17–29.
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- Jimenez, B. A., Mims, P. J., & **Browder**, D. M. (2012). Data-based decisions guidelines for students with severe intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 47, 407–413.
- Spooner, F., Knight, V., **Browder**, D., & Smith, B. (2012). Evidence-based practices for teaching academics to students with severe disabilities. *Remedial and Special Education*, 33, 374–387.

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- Flowers, C., Wakeman, S., **Browder**, D., & Karvonen, M. (2009). An alignment protocol for alternate assessments based on alternate achievement standards. *Educational Measurements: Issues and Practice*, 28(1), 25–37.
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