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DIANE M. BROWDER

Lake and Edward Snyder Distinguished Professor of Special Education

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	1981	University of Virginia	Special Education
MEd	1976	University of Virginia	Special Education
BA	1975	Duke University	Psychology, Magna Cum Laude

Licenses

State of North Carolina Professional Educator's License
Mental Disabilities, Severe/Profound Disabilities

PROFESSIONAL EXPERIENCES

1998-present	University of North Carolina at Charlotte Department of Special Education & Child Development, Snyder Distinguished Professor of Special Education (1998-present) Coordinator of Doctoral Program (1998-present)
1981-1998	Lehigh University, College of Education Professor (1990-1998); Associate Professor (1986-1990) Assistant Professor (1981-1986)
1981	Lynchburg College, College of Education Instructor of Special Education (1981)
1979-1981	University of Virginia, College of Education Doctoral Student in Special Education & Graduate Assistant
1976-1979	Nelson County Public Schools, Lovingsston, VA Special Education Teacher- Cross categorical
1973-1975	Duke Hospital, Durham, VA Recreational Therapist for Pediatric Outpatients

GRANTS AND CONTRACTS_(Most Current)

Browder, D.M., & Test, D. (2014-2019). The Ph.D. program in special education at UNC Charlotte. U.S. Department of Education. Office of Special Education Programs. Leadership Grant. (\$200,000 per year for 4 years).

Browder, D. & Test, D. *Center for Secondary Education for Students with Autism: Academic Component*. IES. Subcontract with UNC Chapel Hill. 2012-2014. \$250,000 per year. (No cost 2014-2015).

Browder, D., Spooner, F., & Lo, Ya-Yu. *Solutions Project*. U.S. Department of Education. IES. 2013-2016. \$400,000 per year.

Ahlgrim-Delzell, L., & Browder, D.M. *Go Talk Phonics*. U.S. Department of Education. IES. Subcontract with Attainment Company. 2012-2014. \$200,000 per year.

Wakeman, S.Y., Browder, D., & Flowers, C. *UNC Charlotte Partnership in National Center and State Collaborative (NCSC) General Supervision Enhancement Grant (GSEG) on Alternate Assessment*. U.S. Department of Education. OSEP. Subcontract with University of Minnesota. 2010-2014. \$400,000 per year.

RESEARCH

PUBLICATIONS: (Selected from over 100 publications dating to 1981.)

Books and Chapters

- Browder, D. (2015). What should we teach students with moderate and severe disabilities? In B. Bateman, Lloyd, J.W., & Tankersley, M. (Eds.). *Enduring issues in special education*. (pp. 52-73). NY: Routledge Publishing Co.
- 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). NY: Routledge Publishing Company.
- Browder, D.M., & Spooner, F. (Eds.). (2014). *More language arts, math, and science for students with severe disabilities*. Baltimore, Md: Paul H. Brookes.
- 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: Paul H. Brookes

Journal Articles

- 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.
- 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.
- 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., & Browder, D.M. (2014). Using peers and read-alouds to teach listening comprehension to students with moderate intellectual disabilities. *Research and Practice for Persons with Severe Disabilities, 39*, 11-29.
- 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.
- Browder, D.M., Hudson, M.E., & Wood, L. (2013). Teaching students with moderate intellectual disability who are emergent readers to comprehend passages of text. *Exceptionality: A Special Education Journal, 21:4*, 191-206.
- 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.
- 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.
- 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.
- Saunders, A., Bethune, K. S., Spooner, F., & Browder, D. B. (2013). Solving the Common Core equation: An approach to teaching Common Core Mathematics Standards to students with moderate and severe disabilities. *Teaching Exceptional Children*, 45 (3), 24-33.
- Smith, B. R., Spooner, F., Jimenez, B., & Browder, D. M. (2013). Using an early science curriculum to teach science vocabulary and concepts to students with severe developmental disabilities. *Education & Treatment of Children*, 36, 1-31.
- 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 information: 10.1016/j.rasd.2013.06.001
- Browder, D.M., Jimenez, B., & Trela, K. (2012). Grade-aligned math instruction for secondary students with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, 47, 373-388.
- Browder, D. M., Trela, K., Courtade, G. R., Jimenez, B. A., Knight, V., & Flowers, C. (2012). Teaching mathematics and science standards to students with moderate and severe developmental disabilities. *The Journal of Special Education*, 46, 26-35.
- Courtade, G., Spooner, F., Browder, D.M., & Jimenez, B. (2012). Seven reasons to teach promote standards-based instruction for students with severe disabilities. *Education and Training in Autism and Developmental Disabilities*, 47, 3-13.
- Jimenez, B., Browder, D., & Spooner, F. (2012). Inclusive inquiry science using peer-mediated embedded instruction for students with moderate intellectual disability. *Exceptional Children*, 78, 301-317.
- Knight, V., Spooner, F., Browder, D.M., & Smith, B.R. (2012). Teaching science concepts using graphic organizers to students with autism spectrum disorder. *Journal of Autism and Developmental Disabilities*, 42, 378-389.
- Browder, D.M., Lee, A., & Mims, P.J. (2011). Using shared stories and individual response modes to promote comprehension and engagement in literacy for students with multiple, severe disabilities. *Education and Training in Autism And Developmental Disabilities*, 46, 339-351.
- 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.
- Browder, D. M., Ahlgrim-Delzell, L., Flowers, C., & Baker, J. N. (2010). An evaluation of a multicomponent early literacy program for students with severe developmental disabilities. *Remedial and Special Education*. Advance online publication. doi: 10.1177/0741932510387305.
- Spooner, F.H., Rivera, C., Browder, D.M., Baker, J., & Salas, S. (2009). Teaching emergent literacy skills using cultural contextual story-based lessons. *Research and Practice in Severe Disabilities*, 34, 102-112.
- 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.
- Knight, V.F., Browder, D.M., Agnello, B., & Lee, A. (2010). Academic learning by students with severe disabilities. *Focus on Exceptional Children*, 42, (7), 1-15.

Curricular Materials

- Browder, D.M., Ahlgrim-Delzell, L., & Wood, L. (in press). *Early reading skills builder*. Verona, WI: Attainment Co.

- Mims, P.J., Lee, A., Zakas, T., & Browder, D. M. (2013). *Teaching to the standards in English/ Language Arts*. Verona, WI: Attainment Co.
- Jimenez, B., Knight, V.F., & Browder, D.M. (2012). *Early science*. Verona, WI: Attainment Company.
- Jimenez, B., Browder, D.M., & Saunders, A.F. (2012). *Early math*. Verona, WI: Attainment Company.
- Browder, D. M., Gibbs, S., Courtade, G., Ahlgrim-Delzell, L., & Lee, A. (2007). *Early literacy skills builder*. Verona, WI: Attainment Co.
- Courtade, G., Jimenez, B., & Browder, D. M. (2007). *Teaching to the standards in science*. Verona, WI: Attainment Co.
- Trela, K., Jimenez, B., & Browder, D. M. (2007). *Teaching to the standards in mathematics*. Verona, WI: Attainment Co.

PRESENTATIONS (Selected from 30 years of presentations.)

- Browder, D. (2015). *10 years after IDEA: Progress made for students with severe disabilities*. Invited Presentation. IES Project Directors' Conference.
- Browder, D., Saunders, A., Root, J., & Pavlu, L. (2015). *Promoting Common Core mathematics*. DADD Conference. Clearwater, FL.
- Browder, D., Root, J., & Allison, C. (2015). *Teaching comprehension to students with ASD*. DADD Conference. Clearwater, FL.
- Browder, D., & Wood, L. (2014). *Teaching phonics to students who are nonverbal*. DADD Conference. Clearwater, FL.
- Browder, D., & Wood, L. (2014). *Science for students with severe disabilities*. DADD Conference. Clearwater, FL.
- Browder, D., Lee, A., & Wood, L. (2013). *Teaching Common Core to students with significant cognitive disabilities*. Disabilities. U.S. Department of Education. Low Incidence Affinity Group.
- Browder, D., Spooner, F., Saunders, A.F., & Bethune, K. (2012). *Early numeracy for students with moderate and severe disabilities*. CEC Conference. Denver, CO.
- Browder, D., Hudson, M., & Wood, L. (2012). *Comprehension for students with severe disabilities*. CEC Conference: Denver, CO.

SERVICE

IES What Works Clearinghouse:

Principal Investigator for Intellectual Disability 2011-2013

Editorial Board of *Remedial and Special Education*

Editorial Board of *Research and Practice in Special Education*

Editorial Board of *Exceptional Children*

Coordinator of PhD Program in Special Education

HONORS AND AWARDS

North Carolina O. Max Gardner Award for Research that Contributed to Humanity 2011

AERA Special Education SIG Distinguished Researcher for 2009

First Citizen's Bank Scholar for University of North Carolina at Charlotte 2009

North Carolina Department of Public Instruction Service to Schools, 2006

North Carolina Association on Mental Retardation Service Award, 2002.

Presidential Award of American Association on Mental Retardation, 2000