

February 2009

**Diane Pedrotty Bryant**

5908 Sierra Grande Dr.  
Austin, TX 78759

(512) 918-3408 (h)  
(512) 471-5716 (w)  
dpbryant@mail.utexas.edu

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**VITA**

**EDUCATIONAL and PROFESSIONAL EXPERIENCES**

**Present Position**

Professor, Department of Special Education	2004-
Fellow, Cissy McDaniel Parker Fellow Fund	2008-

**Leadership Positions**

Principal Investigator, Response to Intervention Grant IES, Department of Education	2007-
Project Director, Special Education Research Project, Three-Tier Mathematics Intervention Model College of Education, University of Texas at Austin	2004-
Principal Investigator, Reading First subcontract RMC, Corp., U.S. Dept of Education	2006-2008
Associate Dean of Teacher Ed, Student Affairs, Administration The University of Texas at Austin	2004-2006
Associate Dean of Teacher Education and Student Affairs The University of Texas at Austin	2002-2004
Co-Director, UTeach Liberal Arts (secondary certification program)	2003-2006
Principal Investigator, Early Reading Model Demonstration OSEP Grant	2001-2005
Project Director, Special Education Reading Project, Vaughn Gross Center for Reading and Language Arts, College of Education	1999-2004

Secondary Goal Director, Texas Center for Reading and Language Arts, College of Education	1998-2001
Coordinator, Learning Disabilities/Behavior Disorders Education Program Area	1995-2002
Coordinator, Assistive and Instructional Technology Lab	1995-

**Academic Preparation**

University of New Mexico, Albuquerque, NM Emphasis: Special Education, Learning Disabilities Educational Administration	Ph.D.	1986
University of New Mexico, Albuquerque, NM Emphasis: Learning Disabilities Severely/Profoundly Handicapped	M.A.	1980
Framingham State College, Framingham, MA Emphasis: Elementary Education & Psychology	B.S.	1974

**Honors**

University of New Mexico Distinguished Alumnus Award	2006
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**SELECT RESEARCH AND SCHOLARSHIP**

**Books**

**Bryant, D. P.,** Smith, D. D., & Bryant, B. R. (2008). *Teaching students with special needs in inclusive classrooms* (1st ed.). Boston, MA: Allyn & Bacon.

**Bryant, D. P.,** & Bryant, B. R. (2003). *Assistive technology for people with disabilities*. Boston, MA: Allyn & Bacon.

Klingner, J., Vaughn, S., Domino, J., Schumm, J., S., & **Bryant, D. P.** (2001). *Collaborative strategic reading*. Longmont, CO: Sopris West.

**Bryant, D. P.,** Patton, J., & Vaughn, S. (2000). *Step-by-step guide for including students with disabilities in state and district-wide assessment*. Austin, TX: PRO-ED.

## Book Chapters

- Bryant, D. P.**, Bryant, B. R., Hughes, K., & Porterfield, J. A. (in press). Evidence-based intervention for primary age students with mathematics challenges. In N. Gallenstein & D. Hodges (Eds.), *Mathematics for all: Instructional strategies to assist students with special learning needs*. Association for Childhood Education International (ACEI).
- Bryant, B. R., Shih, M., & **Bryant, D. P.** (in press). Gray Oral Reading Test-Fourth Edition. In J. A. Naglieri and S. Goldstein, (Eds.), *A practitioner's guide to assessment of intelligence and achievement*. Hoboken, NJ: John Wiley & Sons.
- Bryant, D.P., Kim, S.A., Hartman, P., & Bryant, B. R. (2006). Teaching middle school students with mathematics disabilities. In M. Montague & A. Jitendra (Eds.), *Teaching mathematics to middle school students with learning difficulties* (pp. 7-28). Guilford Press.
- Bryant, B. R., & **Bryant, D. P.** (2003). Assessing the writing abilities and instructional needs of students. In C. R. Reynolds & R. Kamphaus, *Handbook of psychological and educational assessment of children: Intelligence and achievement* (2<sup>nd</sup> ed; pp. 419-437). NY: Guilford Publications, Inc.
- Rieth, H. J., Colburn, L. K., & **Bryant, D. P.** (2003). Trends and issues in instructional and assistive technology. In A. McCray, H. J. Rieth, & P. Sindelar (Eds.), *Trends and issues in special education*. Boston, MA: Allyn & Bacon.
- Bryant, B. R., **Bryant, D. P.**, & Rieth, H. J. (2002). The use of assistive technology in postsecondary education. In L.C. Brinckerhoff, J. M. McGuire, & S. F. Shaw, *Postsecondary education and transition for students with learning disabilities* (pp. 389-429). Austin, TX: PRO-ED.
- Bryant, D. P.** (2001). Adaptations to CSR for secondary students. In J. Klingner, S. Vaughn, J. Domino, J. S. Schumm, & **D. P. Bryant** *From clunk to click. Collaborative strategic reading* (pp. 103-118). Longmont, CO: Sopris West.
- Rieth, H.J., **Bryant, D.P.**, & Woodward, J. (2001). Technology applications for persons with disabilities: Benefits, barriers, and solutions. In I. Pervova (Ed.) *People, time, society* (pp. 86-96). St. Petersburg, Russia: St. Petersburg Press.
- Bryant, B. R., **Bryant, D. P.**, & Chamberlain, S. (1999). Examination of gender and race factors in the assessment of adaptive behavior. In R. Schalock (Ed.), *Adaptive behavior and its measurement: Implications for the field of mental retardation* (pp. 141-160). Washington, DC: AAMR. **data-based**
- Bryant, B. R., Seay, P. C., & **Bryant, D. P.** (1999). Assistive technology and adaptive behavior. In R. Schalock (Ed.), *Adaptive behavior and its measurement: Implications for the field of mental retardation* (pp. 81-98). Washington, DC: AAMR.

### **Refereed Journal Articles**

- Bryant, B. R., & **Bryant, D. P.** (2008). Introduction to the special series: Mathematics and learning disabilities. *Learning Disability Quarterly*, 31(1), 3-8. (co-authors on a special series in mathematics)
- Bryant, B. R., **Bryant, D. P.**, Kethley, C., Kim, S., Pool, C., & Seo, Y-J. (2008). Preventing mathematics difficulties in the primary grades: The critical features of instruction in textbooks as part of the equation. *Learning Disability Quarterly*, 31(1), 21-36. **data based**
- Bryant, D. P.**, Bryant, B. R., Gersten, R., Scammacca, N., & Chavez, M. (2008). Mathematics intervention for first- and second-grade students with mathematics difficulties: The effects of Tier 2 intervention delivered as booster lessons. *Remedial and Special Education*, 29(1), 20-32. **data based**
- Bryant, D. P.**, Bryant, B. R., Gersten, R., Scammacca, N., Funk, C., & Winter, A. (2008). The effects of Tier 2 intervention on first-grade mathematics performance. *Learning Disability Quarterly*, (31(2), 47-63.
- Boutot, A. E., & **Bryant, D. P.** (2005). Social integration of students with autism in inclusive settings. *Education and Training in Developmental Disabilities*, 40(1), 14-23. **data-based**
- Bryant, D. P.** (2005). Commentary on early identification and intervention for students with mathematics difficulties. *Journal of Learning Disabilities*, 38(4), 340-345.
- Linan-Thompson, S., **Bryant, D. P.**, Dickson, S., & Kouzekanani, K. (2005). Spanish literacy instruction for at-risk kindergarten students. *Remedial & Special Education*, 26, (4), 236-244.
- Bryant, B. R., **Bryant, D. P.**, & Kethley, C. I. (2004). Reading assessment: Introduction to the special series. *Assessment for Effective Intervention*, 29, 3-12.
- Bryant, D. P.**, Bryant, B. R., Hammill, D. D., Sorrells, A. M., & Kethley, C. I. (2004). Characteristic reading behaviors of poor readers who have learning disabilities. *Assessment for Effective Intervention*, 29, 39-46.
- Montague, M., Woodward, J., & **Bryant, D. P.** (2004). Introduction to the special international mathematics series. *Journal of Learning Disabilities*. 37(1), 2-3.
- Bryant, D. P.** (2003). Promoting effective instruction for struggling secondary students: Introduction to the special series. *Learning Disability Quarterly*, 26(2), 70-71.

- Bryant, D. P.**, Goodwin, M., Bryant, B. R., & Higgins, K. (2003). Vocabulary instruction for students with learning disabilities: A review of research. *Learning Disability Quarterly*, 26(2), 117-128. **research review**
- Bryant, D. P.**, Hartman, P., & Kim, S. A. (2003). Using explicit and strategic instruction to teach division skills to students with learning disabilities. *Exceptionality*, 11(3), 151-163.
- Rieth, H. J., **Bryant, D. P.**, Kinzer, C. K., Colburn, L. K., Hur, S-J., Hartman, P., & Choi, H-S. (2003). An analysis of the impact of anchored instruction on teaching and learning activities in two ninth grade language arts classes. *Remedial and Special Education*, 24(3), 173-184. **data-based**
- Vaughn, S., Linan-Thompson, S., Kouzekanani, K., **Bryant, D. P.**, Dickson, S., & Blozis, S. A. (2003). Grouping for reading instruction: Monolingual and ELL students with reading difficulties. *Remedial and Special Education*, 24(5), 301-315. **data-based**
- Bryant, D. P.**, Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disability Quarterly*, 24(4), 251-264. **data-based**
- Elksnin, L. K., **Bryant, D. P.**, Gartland, D., King-Sears, M., Rosenberg, M. S., Scanlon, D., Strosnider, R., & Wilson, R. (2001). LD Summit: Important issues for the field of learning disabilities. *Learning Disability Quarterly*, 24, 297-305.
- Vaughn, S., Klinger, J. K., & **Bryant, D. P.** (2001). Collaborative strategic reading as a means to enhance peer-mediated instruction for reading comprehension and content-area learning. *Remedial and Special Education*, 22(2), 66-74.
- Zurcher, R., & **Bryant, D. P.** (2001). The validity and comparability of entrance examination scores after accommodations are made for students with LD. *Journal of Learning Disabilities*, 34(5), 462-471. **data-based**
- Bryant, D. P.**, Bryant, B. R., & Hammill, D. D. (2000). Characteristic behaviors of students with learning disabilities who have teacher-identified math weaknesses. *Journal of Learning Disabilities*, 33(2), 168-177, 199. **data-based**
- Bryant, D. P.**, Vaughn, S. Linan-Thompson, S. Ugel, N., Hamff, A., & Hougen, M. (2000). Reading outcomes for students with and without reading disabilities in general education middle-school content area classes. *Learning Disability Quarterly*, 23(4), 238-252. **data-based**
- Vaughn, S., Chard, D., **Bryant, D. P.**, Coleman, M., Tyler, B., Linan-Thompson, S., & Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students. *Remedial and Special Education*, 21(6), 325-335. **data-based**

**Bryant, D. P.** (1999). Introduction to the special series. *Intervention in School and Clinic*, 34(5), 259-260.

**Bryant, D. P.**, Ugel, N., Thompson, S., & Hamff, A. (1999). Strategies to promote content area reading instruction. *Intervention in School and Clinic*, 34(5), 293-302.

### **Electronic Publications**

**Bryant, D. P.** (2006). Math disability in children: An overview. Schwab Learning.org. *Great Schools. Parents Guide to K – 12 Success*. Retrieved from [http://www.schwablearning.org/resources\\_by\\_author.asp?g=3&au\\_id=149&au\\_name=Diane+Pedrotty+Bryant](http://www.schwablearning.org/resources_by_author.asp?g=3&au_id=149&au_name=Diane+Pedrotty+Bryant)

**Bryant, D. P.** (2006). Working with your child's teacher to identify and address math disabilities. Schwab Learning.org. *Great Schools. Parents Guide to K – 12 Success*. Retrieved from [http://www.schwablearning.org/resources\\_by\\_author.asp?g=3&au\\_id=149&au\\_name=Diane+Pedrotty+Bryant](http://www.schwablearning.org/resources_by_author.asp?g=3&au_id=149&au_name=Diane+Pedrotty+Bryant)

### **Technical Reports**

Bryant, B. R., **Bryant, D. P.**, Shih, M., Sperling, R., Kim, S. A., & Seo, Y-J. (2008). *Technical manual for the Texas Early Mathematics-Inventories: Progress Monitoring and Texas Early Mathematics-Inventories: Outcome Grades K, 1, and 2*. Austin, TX: Meadows Center for Preventing Educational Risk, UT System/TEA.

Bryant, B. R., & **Bryant, D. P.** (2007). *Examination of the reliability and validity of early mathematics (K – 1) universal screening and progress monitoring measures: Technical Report I*. Austin, TX: Vaughn Gross Center for Reading and Language Arts, UT System/TEA.

### **Professional Development Guides**

**Bryant, D. P.**, & Funk, C. (2008). *Grade 1 Tier 2 intervention manual and teacher masters*. Meadows Center for Preventing Educational Risk, University of Texas, College of Education, University of Texas System, Texas Education Agency.

**Bryant, D. P.**, & White, M. (2008). *Grade K Tier 2 intervention manual and teacher masters*. Meadows Center for Preventing Educational Risk, University of Texas, College of Education, University of Texas System, Texas Education Agency.

**Bryant, D. P.**, & Winter, Amanda. (2008). *Grade 2 Tier 2 intervention manual and teacher masters*. Meadows Center for Preventing Educational Risk, University of Texas, College of Education, University of Texas System, Texas Education Agency.

- Bryant, D. P.,** Bryant, B. R. & Baker, J. (2003). *Effective instruction for struggling readers: Research-based practices: The administrator's role*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.
- Bryant, D. P.,** Bryant, B. R. & Baker, J. (2003). *Effective instruction for secondary struggling readers: Research-based practices: The administrator's role*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.
- Bryant, D. P.** (2002). *Reading instruction for ninth grade students*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.
- Bryant, D. P.,** Bryant, B. R., & Baker, J. (2002). *Effective instruction for secondary struggling readers: Research-based practices. Part I & Part II*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.
- Bryant, D. P.,** Bryant, B. R., Kim, U-J., Baker, J., & Simon, E. (2001). *Effective instruction for struggling readers: Research-based practices. Part I & Part II*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.
- Bryant, D. P.** (2001). *Research-based strategies for effective content area reading instruction*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.
- Bryant, D. P.,** Boardman, A., Bell, K., & Kim, U. (2000). *Establishing an intensive reading and writing program for secondary students*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.
- Bryant, D. P.,** Boardman, A., & Vaughn, S. (2000). *Co-Teaching*. Special Education Reading Project, University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.
- Bryant, D. P.,** & van Allen, L. (2000). *Enhancing vocabulary instruction for secondary students*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.
- Bryant, D. P.,** & van Allen, L. (1999). *Teaching the viewing and representing Texas Essential Knowledge and Skills in the English language arts curriculum*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.

van Allen, L., Griffin, J., & **Bryant, D. P.** (1999). *Enhancing writing instruction for secondary students*. University of Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin and Texas Education Agency.

### Tests

Bryant, B. R., & **Bryant, D. P.** (2008). *Texas Early Mathematics Inventories-Progress Monitoring*. Austin, TX: Texas Education Agency/The University of Texas System.

Bryant, B. R., & **Bryant, D. P.** (2008). *Texas Early Mathematics Inventories-Outcome*. Austin, TX: Texas Education Agency/The University of Texas System.

Bryant, B. R., Wiederholt, J. L., & **Bryant, D. P.** (2003). *Gray's Diagnostic Reading Test*. Austin, TX: PRO-ED.

### Funded Grants

**Bryant, D. P.** & Bryant, B. R. (2007-2011). *Validating a Response to Intervention Multi tiered Model for Primary Grades Students with Mathematics*. Institute of Education Sciences, Department of Education. **Funded \$2,000,000** (4 years). **One of two grants out of 31 submissions funded in this competition.**

**Bryant, D. P.** (2008-2009). *Three-Tier Mathematics Intervention Model*. Texas Education Agency, Division of Special Education. State of Texas. **Funded \$1.1 mil.**

**Bryant, D. P.** (2007-2008). *Mathematics Initiative – K – 2 Three-Tier Mathematics Intervention Model*. Texas Education Agency, Division of Special Education. State of Texas. **Funded \$1.2 mil.**

**Bryant, D. P.,** & Morris, P. B. (2006-2008). *Reading First*. Subcontract with RMC. **Funded \$1.8 mil.**

**Bryant, D. P.** (2006-2007). *Mathematics Initiative – K – 2 Three-Tier Mathematics Intervention Model*. Texas Education Agency, Division of Special Education. State of Texas. **Funded \$877,000.**

**Bryant, D. P.** (2005-2006). *Mathematics Initiative – K-2 Three-Tier Mathematics Intervention Model*. Texas Education Agency, Division of Special Education. State of Texas. **Funded \$604,127.**

**Bryant, D. P.** (2004-2005). *Mathematics Initiative – K – 1 Mathematics Tiered Instructional Model*. Texas Education Agency, Division of Special Education. State of Texas. **Funded \$414,613.**

**Bryant, D. P.** (2003-2004). *Accessing the General Education Curriculum: Products and Professional Development to Address Appropriate Interventions and Prevention of*

*Referrals*. Texas Education Agency, Division of Special Education. State of Texas. **Funded 2003-2004: \$236,388.**

**Bryant, D. P.** (2002-2003). *AI/VI/Administrators Special Education Reading Project*. Texas Education Agency, Division of Special Education. State of Texas. **Funded 2002-2003: \$623,680.**

**Bryant, D. P.** (2001-2002). *Instructional decision-making information for determining appropriate instruction for struggling learners*. Texas Education Agency, Division of Special Education. State of Texas. **Funded 2001-2002: \$55,954.**

**Bryant, D. P.** (2001-2002). *Elementary Special Education Reading Project*. Texas Education Agency, Division of Special Education. State of Texas. OSP NBR: 001. **2001-2002: \$44,750.00**

**Bryant, D. P.** (2001-2002). *Secondary Special Education Reading Project*. Texas Education Agency, Division of Special Education. State of Texas. **Funded 2001-2002: \$450,500.**

**Bryant, D. P.** (2001-2004). *Model Demonstration Projects for Children with Disabilities; Reading Interventions Models, Project I Can Read (ICARE)*. U.S. Department of Education, Office of Special Education Programs OSP Number: 200000971 Project NBR: H324T000013 **Funded 2001-2004: \$520,000.**

**Bryant, D. P.** (2000-2001). *Technology Integration Grant*. College of Education. The University of Texas. **Funded 2000-2001: \$7,000.**

**Bryant, D. P.** (2000-2001). *Elementary Special Education Reading Project*. Texas Education Agency, Division of Special Education. State of Texas. OSP Number: 200001324 Project NBR: 066000610500100 **Funded 2000-2001: \$450,500.**

**Bryant, D. P. & Vaughn, S.** (1999-2000). *Red Book Adaptations/Guide Adaptations/Coordinating Instruction Booklet: Special Education Reading Project*. Texas Education Agency, Division of Special Education. State of Texas. Project NBR: 966000610500199 **Funded 1999-2000: \$450,500.**

### **Materials Development**

**Bryant, D. P.** (2002). *Project ICARE*. IRIS: Vanderbilt University.

Zabala, J., Carl, D., Elrod, S., & **Bryant, D. P.** (2002). *Considerations for assistive technology module*. Region IV and College of Education, University of Texas.

### Participation in Symposium, Seminar, Conference

Bryant, B. R., **Bryant, D. P.**, Roberts, G., & Vaughn, S. (2009, February). *The effects of a Tier 2 intervention on the early numeracy performance of first grade students with mathematics difficulties*. Paper presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Kim, S. A., Hughes, K., Porterfield, J., **Bryant D. P.**, & Bryant, B. R. (2009, February). *A synthesis of middle school mathematics intervention research for students with learning disabilities*. Poster session presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Bryant, B. R., & **Bryant, D. P.** (2009, February). *Identifying students with elementary mathematics difficulties*. Courage to Risk Statewide Conference. CO Spring, CO. Invited speaker

**Bryant, D. P.**, & Bryant, B. R. (2009, February). *Response to intervention and a 3-Tier Math Model: How can schools get started?* Courage to Risk Statewide Conference. CO Spring, CO. Invited speaker

**Bryant, D. P.**, & Bryant, B. R. (2009, February). *Mathematics intervention*. Courage to Risk Statewide Conference. CO Spring, CO. Invited speaker

**Bryant, D. P.** (2008, December). *Contemporary research on Tier 2 intervention: K-2 number sense*. Paper presented at the Center on Instruction Mathematics Conference, Longbeach, CA. Invited panel speaker

**Bryant, D. P.**, & Bryant, B. R. (2008, November). *3-Tier mathematics intervention workshop*. Fall Summit on Response to Intervention. Texas Elementary Principals and Supervisors Association, Ft. Worth, TX. Invited speaker

**Bryant, D. P.**, Bryant, B. R., & Roberts, G. (2008, June). *Response to intervention: Sample selection and risk assessment procedures for early mathematics Tier 2 intervention*. Poster session presented at the annual meeting of the Institute of Education Sciences, Washington, DC.

**Bryant, D. P.**, & Bryant, B. R. (2008, June). *The effects of Tier 2 intervention on the mathematics performance of first-grade students with mathematics difficulties*. Poster session presented at the annual meeting of the International Academy for Research in Learning Disabilities, Toronto, CA.

**Bryant, D. P.**, & Bryant, B. R. (2008, May). *Response to intervention and early mathematics assessment & intervention*. Education Service Center XI regional workshop, Ft. Worth, TX. Invited full day workshop

**Bryant, D. P., & Bryant, B. R.** (2008, April). *K-2 early mathematics intervention results*. Poster session presented at the annual meeting of the Council for Exceptional Children, Boston, MA.

**Bryant, D. P.** (2008, April). *Response to intervention and the role of the special educator*. First Annual Exceptional Education Graduate Research Symposium. Buffalo State University Buffalo, NY. Invited keynote.

**Bryant, D. P., & Bryant, B. R.** (2008, April). *Response to intervention and early mathematics assessment and intervention*. First Annual Exceptional Education Graduate Research Symposium. Buffalo State University, Buffalo, NY. Invited full day workshop

**Bryant, D. P., Bryant, B. R., Shih, M., & Gersten, R.** (2008, February). *The effects of Tier 2 intervention on the mathematics performance of first-grade students with mathematics difficulties*. Poster session presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Bryant, B. R., & **Bryant, D. P.** (2007, November). *RtI Mathematics: Assessment and intervention for students with mathematics difficulties*. Fall Summit on Response to Intervention. Texas Elementary Principals and Supervisors Association, Ft. Worth, TX. Invited speaker

**Bryant, D. P.** (2007, November). *3 Tier Math Project*. Texas Learning Disabilities Association of Texas, Austin, TX. Invited speaker

**Bryant, D. P., Bryant, B. R., Funk, C., & Winter, A.** (2007, November). *The Three-Tier intervention model for reading and mathematics*. Texas Learning Disabilities Association of Texas, Austin, TX. Invited speaker

**Bryant, D. P., Bryant, B. R., Sperling, R., & Shih, M.** (2007, November). *Mathematics assessment and intervention for K-2 students*. Texas Learning Disabilities Association of Texas, Austin, TX. Invited speaker

**Bryant, D. P., & Bryant, B. R.** (2007, October). *RtI Mathematics: Assessment and intervention for students with mathematics difficulties*. Education Service Center Region XI Leadership Conference, Ft. Worth, TX.

**Bryant, D. P., Bryant, B. R., Gersten, R., Kim, S. A., Seo, Y.J., & Scammacca, N.** (2007, February). *Mathematics assessment and intervention for at-risk students in grades K-2*. Poster session presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

**Bryant, D. P.** (2007, January). *The Three-Tier Mathematics Model: Lessons learned*. Webinar presented for the American Institute for Research.

**Bryant, D. P.** (2006, November). *Mathematics intervention for struggling K-2 students*. Texas Learning Disabilities Association of Texas.

**Bryant, D. P.,** & Bryant, B. R. (2006, November). *Mathematics assessment and intervention strategies for struggling K-2 students*. Texas Learning Disabilities Association of Texas.

**Bryant, D. P.,** & Bryant, B. R. (2006, November). *The Three-Tier intervention model: Tips for implementation*. Texas Learning Disabilities Association of Texas.

**Bryant, D. P.** (2006, April). *Three-Tier Mathematics Intervention Model: Implications for implementation*. Presentation for district leaders at the American Institute for Research, Washington, DC.

**Bryant, D. P.,** Bryant, B. R., & Kim, S. A. (2006, April). *Three-Tier Mathematics Intervention: An emerging model*. American Educational Research Association.

**Bryant, D. P.,** Bryant, B. R., Gersten, R., & Kim, S. (2006, February). *Assessment for the identification of at-risk students for mathematics difficulties in the primary grades*. Poster session presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

**Bryant, D. P.,** & Bryant, B. B. (2006, January). *Effective mathematics interventions for at-risk students for mathematics difficulties in the primary grades: Implications for higher education instruction*. Poster session presented at the annual meeting of the American Association for Colleges of Teacher Education, San Diego, CA.

**Bryant, D. P.,** Bryant, B. R., Pool, C., Kim, S.A., Seo, Y.J. (2005, November). *Mathematics intervention for struggling K-2 students*. Learning Disabilities Association of Texas, Austin, TX.

**Bryant, D. P.** (2005, October). *Three-Tier Mathematics Intervention: Beginnings in early mathematics instruction*. Presentation for state leaders at the American Institute for Research, Washington, DC.

**Bryant, D. P.,** Bryant, B. B., & Gersten, R. (2005, October). *Identification of and intervention for Tier 2 Students who struggle learning mathematics in the primary grades*. Council for Learning Disabilities, Ft. Lauderdale, FL.

**Bryant, D. P.,** Bryant, B. B., & Gersten, R. (2005, July). *Technical adequacy of assessment measures for the identification of Tier 2 students who struggle learning mathematics in the primary grades*. Poster session presented at the annual meeting of the Office of Special Education Projects Research Conference, Washington, DC.

**Bryant, D. P., & Bryant, B. R.** (2005, April). *Making instructional adaptations using evidence-based reading comprehension strategies for older students*. Paper presented at the Council for Exceptional Children, Baltimore, MD.

Kethley, C., Simon, E., & **Bryant, D. P.** (2004, October). *Teaching and assessing third grade struggling readers' fluency, word analysis, vocabulary and reading comprehension*. Council for Learning Disabilities Conference, Las Vegas, NV.

**Bryant, D. P., & Patton, J. R.** (2004, April). *Math strategies, skills, and standards*. Council for Exceptional Children, New Orleans, LA.

Gersten, R., Chard, D., Griffiths, R., Katz, R., & **Bryant, D. P.** (2003, April). *Methods and materials for teaching students in early and intermediate mathematics*. Council for Exceptional Children, Seattle, WA.

**Bryant, D. P.,** Linan-Thompson, L., & Dickson, S. (2004, February). *Teaching reading comprehension and vocabulary skills to struggling third graders*. Poster session presented at the annual meeting of the Pacific Coast Research Conference. Coronado, CA.

**Bryant, D. P.,** Linan-Thompson, L., & Dickson, S. (2003, February). *Teaching fluency and reading comprehension skills to struggling second graders*. Poster session presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

**Bryant, D. P.** (2003, June). *Fluency and word attack strategies for upper elementary and middle school students*. Summer Reading Conference. Penn State/PA Dept. of Education.

**Bryant, D. P.** (2003, June). *Literacy for All*. First Annual Quality Education for All Summer Institute. NM Dept. of Education. Albuquerque, NM.

**Bryant, D. P., & Bryant, B. R.** (2002, November). *An Assistive and Instructional Technology Lab at UT*. Learning Disabilities Association of Texas. Austin, TX.

**Bryant, D. P.,** Hartman, P., Kim, S., Shih, M., & Son, S-H. (2002, October). *Mathematics interventions*. Council for Learning Disabilities. Denver, CO.

**Bryant, D. P.,** Simon, E., & Kethley, C. (2002, October). *Project ICARE*. Council for Learning Disabilities. Denver, CO.

**Bryant, D. P.,** Bryant, B. R., Kim, U., Baker, J., Simon, E. (2002, April). *Making adaptations for students with reading problems: Activities for elementary reading instruction*. Council for Exception Children. Preconvention workshop. NY: NY.

**Bryant, D. P.** (2002, February). *Teaching reading comprehension strategies to struggling readers*. Courage to Risk Conference. Invited speaker. Colorado Spring, CO.

- Bryant, D. P.** (2002, February). *Reading comprehension strategies: What does the research tell us?* Courage to Risk Conference. Invited speaker. Colorado Spring, CO.
- Bryant, D. P.** (2002, February). *Effective reading practices: Stories from children and teachers.* Invited Luncheon Keynote Speaker. Colorado Spring, CO.
- Bryant, B. R., & **Bryant, D. P.** (2002, February). *Assistive technology across the lifespan: Key guidelines for Implementation.* Learning Disabilities Association of America. Denver, CO.
- Bryant, B. R., & **Bryant, D. P.** (2002, January). *Assistive technology assessment for individuals with learning problems.* Technology and Media Division Conference. Reston, VA.
- Bryant, D. P.,** & Bryant, B. R. (2002, January). *Using an assistive and instructional technology lab to teach university students about AT devices and services.* Technology and Media Division Conference. Reston, VA.
- Bryant, D. P.** (2002, January). *Effective reading instruction.* Teleconference for Mountain Plains Regional Resource Center.
- Rieth, H. J., **Bryant, D. P.,** Kinzer, C., & Hur, S-J. (2002, January). *An analysis of the impact of anchored instruction on critical thinking and academic interactions.* Technology and Media Division Conference. Reston, VA.
- Bryant, D. P.,** & Bryant, B. R. (2001, November). *An assistive and instructional technology Llb at UT.* Learning Disabilities Association of Texas. Austin, TX.
- Vaughn, S., & **Bryant, D. P.** (2001, November). *Reading strategies.* National Association of State Directors of Special Education. Invited Speaker. San Antonio, TX.
- Bryant, D. P.** (2001, October). *Reading instruction for secondary students with reading disabilities: No time to waste.* International Dyslexia Association. Invited Speaker. Albuquerque, NM.
- Bryant, D. P.,** Engelhard, J., & Reetz, L. (2001, October). *Reading and writing strategies for secondary students.* Council for Learning Disabilities. Invited Preconference Workshop. Charlotte, S. C.
- Bryant, D. P.** (2001, July). *Special Education Reading Project.* Texas Council of Administrators in Special Education. Invited Speaker. Austin, TX.
- Bryant, D. P.** (2001, June). *CSR for secondary students.* University of Miami Reading Institute. Miami, FL. Invited speaker

**Bryant, D. P.** (2001, June). *Special Education approaches*. Council of Chief State School Officers State and District Support to Low Performing Students. Baltimore, MD. Invited speaker

**Bryant, D. P.** (2001, April). *Reading comprehension: Strategies for the secondary student*. Council for Learning Disabilities Spring Regional Conference. Bellevue, WA.

Rieth, H. J., **Bryant, D. P.**, & Hur, S-J. (2001, April). *Using anchored instruction to teach literacy skills to secondary students with disabilities*. Council for Exceptional Children. Kansas City, MO.

**Bryant, D. P.** (2001, February). *Intensive Reading and writing for secondary students*. Learning Disabilities Association of America. NY, NY. Invited speaker

**Bryant, D. P.** (2001, February). *Reading strategies inservice* (two days). Clark County Independent School District. Las Vegas, NV. Invited speaker

**Bryant, D. P.** (2000, November). *Enhancing vocabulary instruction for secondary students*. The Texas Center for Reading and Language Arts, The Texas Reading Initiative Institute. San Angelo, TX.

**Bryant, D. P.** (2000, November). *Practical suggestions for making course instruction accessible to students with disabilities*. Disability Awareness Conference. Office for Students with Disabilities. University of Texas at Austin. Invited speaker

**Bryant, D. P.**, & Kim, U-J. (2000, October). *A report from the Reading Initiative and Special Education Task Force*. Learning Disabilities Association of Texas. Austin, TX.

**Bryant, D. P.** (2000, July). *Special Education Reading Project*. Texas Council for Administrators of Special Education. Austin, TX. Invited speaker

**Bryant, D. P.** (2000, June). *Texas State Initiative and special education. . Looking at the big picture*. 2000 Early Childhood Summer Institute. Fort Worth, TX. Invited speaker

**Bryant, D. P.** (2000, March). *Teaching mathematics to students with learning disabilities*. Council for Learning Disabilities Spring Regional Conference. Richmond, VA.

**Bryant, D. P.** (2000, February). *Teaching the Viewing and Representing TEKS in the English/Language Arts Classroom*. The Texas Center for Reading and Language Arts, The Texas Reading Initiative Institute. South Padre, TX. Invited speaker

**Bryant, D. P.** (2000, February). *Enhancing vocabulary instruction for secondary students*. The Texas Center for Reading and Language Arts, The Texas Reading Initiative Institute. South Padre, TX. Invited speaker

**Bryant, D. P.** (2000, January). *Special Education Reading Project*. Texas Council for Administrators of Special Education. Austin, TX. Invited speaker

Rieth, H., & **Bryant, D. P.** (1999, November). *Using anchored instruction in teacher preparation*. Teacher Education Division. Palm Springs, CA.

Bryant, B. R., & **Bryant, D. P.** (1999, November). *Assessing learning disabilities with the Learning Disabilities Diagnostic Inventory*. Council for Educational Diagnostic Services. San Antonio, TX.

**Bryant, D. P.** (1999, October). *Project Grad*. The Role of States in Supporting the Improvement of Reading Instruction. Council of Chief State School Officers. Houston, TX. Invited speaker