September, 2013

 **CURRICULUM VITAE**

 **THOMAS E. SCRUGGS**

|  |  |
| --- | --- |
| University ProfessorCollege of Education and Human DevelopmentGeorge Mason UniversityFairfax, VA 22030-4444 | Finley Building 201AMS 1F2 (703) 993-4138tscruggs@gmu.edu |

 **EDUCATION**

 Ph.D. Arizona State University, Tempe (Special Education), 1982.

 M.Ed. Lesley University, Cambridge, Massachusetts (Special Education), 1978.

 B.A. Pennsylvania State University, State College (English), 1971.

 College of St. Bede and St. Hilds, Durham University, United Kingdom. Fall Semester, Academic Year 1968-1969.

 University of Illinois, Urbana-Champaign. Academic Year 1966-1967.

**ACADEMIC AWARDS/HONORS**

Celebrity Author, 50th anniversary edition of *Theory Into Practice*, 2013.

William Cruickshank Memorial Lecture, International Association for Research on Learning Disabilities. Bo Palace, University of Padua, Italy: June, 2012

Emerald Leadership Recognition Award, for 20 years served as Co-Editor of *Advances in Learning and Behavioral Disabilities,* Emerald Group Publishing Ltd., Bingley, UK, April, 2012\*

Distinguished Researcher Award, American Educational Research Association: Special Education Special Interest Group, April, 2011\*

Outstanding Service Award, Emerald Group Publishing Ltd., Bingley, UK, April, 2011\*

Phi Kappa Phi Honor Society, April, 2011

Scholarly Achievement Award, College of Education and Human Development, George Mason University, March, 2010

Fellow, International Academy for Research in Learning Disabilities, October, 2009

University Professor, George Mason University, April, 2007.

Outstanding Special Education Research Award, Council for Exceptional Children, April, 2006\*

Service Award, Division for Learning Disabilities, Council for Exceptional Children, May, 2005\*

Invited speaker, Secretary of Education’s National Summit on Science, Washington, DC, 2004

Samuel Kirk Award for Research in Learning Disabilities, Division for Learning Disabilities, Council for Exceptional Children, April, 2003\*

Recognition of Service Award, Division for Learning Disabilities, Council for Exceptional Children, May, 1997\*

Robert L. Snodgrass Scholar Award, Purdue University, School of Education, May, 1993.

Award of Appreciation, Division for Learning Disabilities, Council for Exceptional Children, April, 1992\*

Earthrise Society Service Award, Mesa (AZ) Public Schools, February, 1992\*

Certificate of Appreciation, Division for Learning Disabilities, Council for Exceptional Children, April, 1991\*

Award of Research Excellence, College of Education, Arizona State University, May, 1983

Joanne Frazier Parachek Research Award, Department of Educational Psychology, Arizona State University, October, 1981

Edmund J. James Scholar, University of Illinois, 1966

Honorary Scholarship, Illinois State Scholarship Commission, 1966

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\***co-recipient with Margo Mastropieri

**PROFESSIONAL EXPERIENCE**

2007 – present: University Professor, George Mason University

1998-present: Professor of Special Education, College of Education and Human Development, George Mason University.

2002-2010: Director, Ph.D. in Education program, College of Education and Human Development, George Mason University.

1986-1998: Visiting Assistant Professor, Associate Professor, and Professor of Special Education, Department of Educational Studies, Purdue University (Chair, Special Education 1992-1994).

1983-1986: Research/Evaluation Specialist, Developmental Center for Handicapped Persons, and Research Assistant Professor, Department of Special Education, Utah State University.

1982-1983: Special education teacher, grades 6-8. Sacaton Public Schools, Gila River Indian Community, AZ.

1980-1982: Graduate Assistant/Associate, Department of Special Education and Project for the Study of Academic Precocity, Arizona State University.

1980: volunteer teacher, Early Childhood Education for Severe Multiple Handicaps (ECE-SMH) Center, Arizona State University, and Head Start Program, Phoenix, AZ.

1976-1979: Special Projects Teacher/Assistant Teacher/Master Teacher, Dearborn Elementary and Dearborn Pre-Vocational Schools, Lesley College Schools for Children, Cambridge, MA.

1977, summer: Student Teacher, Winchester Public Schools, MA, grades 3-5.

 **TEACHING CERTIFICATIONS**

Teacher of Elementary Age Children (K-8), State of Massachusetts.

Teacher of Children with Moderate Special Needs (K-12), State of Massachusetts.

Teacher of Mentally Handicapped Children (K-12), State of Arizona (1982).

# PUBLICATIONS

**BOOKS**

Mastropieri, M.A., & Scruggs, T.E. (2014). *The inclusive classroom: Strategies for effective instruction* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Mastropieri, M.A., & Scruggs, T.E. (2010)*. The inclusive classroom: Strategies for effective instruction* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Mastropieri, M.A., & Scruggs, T.E. (2007)*. The inclusive classroom: Strategies for effective instruction* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Mastropieri, M.A., & Scruggs, T.E. (2004)*. The inclusive classroom: Strategies for effective instruction* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Mastropieri, M.A., & Scruggs, T.E. (2002). *Effective instruction for special education* (3rd ed.).

 Austin, TX: Pro-Ed.

Mastropieri, M.A., & Scruggs, T.E. (2000*). The inclusive classroom: Strategies for effective*

 *instruction*. Upper Saddle River, NJ: Prentice Hall.

Mastropieri, M.A., & Scruggs, T.E. (1994). *Effective instruction for special education* (2nd ed.).

 Austin, TX: Pro-Ed.

Mastropieri, M.A., & Scruggs, T.E. (1993). *A practical guide for teaching science to students with*

 *special needs in inclusive settings*. Austin, TX: Pro-Ed.

Scruggs, T.E., & Mastropieri, M.A. (1992). *Teaching test-taking skills: Helping students show what they know*. Cambridge, MA: Brookline Books.

Mastropieri, M.A., & Scruggs, T.E. (1991). *Teaching students ways to remember: Strategies for*

 *learning mnemonically*. Cambridge, MA: Brookline Books.

Mastropieri, M.A., & Scruggs, T.E. (1987). *Effective instruction for special education*. Austin, TX:

 Pro-Ed.

**EDITED BOOKS**

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2011). *Assessment and intervention: Advances in learning and behavioral disabilities* (vol. 24).Bingley, UK: Emerald.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2010). *Literacy and learning: Advances in learning and behavioral disabilities* (vol. 23).Bingley, UK: Emerald.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2009). *Policy and practice: Advances in learning and behavioral disabilities* (vol. 22).Bingley, UK: Emerald.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2008). *Personnel preparation: Advances in learning and behavioral disabilities* (vol. 21)*.* Bingley, UK: Emerald.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2007). *International perspectives: Advances in learning and behavioral disabilities* (vol. 20). Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2006). *Applications of research methodology: Advances in learning and behavioral disabilities* (vol. 19).Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2005). *Cognition and learning in diverse settings: Advances in learning and behavioral disabilities* (vol. 18). Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2004). *Research in secondary schools: Advances in learning and behavioral disabilities* (vol. 17). Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2003). *Identification and assessment: Advances in learning and behavioral disabilities* (vol. 16).Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2001). *Technological applications: Advances in learning and behavioral disabilities* (vol. 15).Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2000). *Educational interventions: Advances in learning and behavioral disabilities* (vol. 14). Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (1999). *Advances in learning and behavioral disabilities*

 (vol. 13). Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (1998). *Advances in learning and behavioral disabilities*

 (vol. 12). Greenwich, CT: JAI.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (1997*). Advances in learning and behavioral disabilities*

 (vol. 11). Greenwich, CT: JAI.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (1996). *Theoretical perspectives:* *Advances in learning and behavioral disabilities* (vol. 10, Part A). Greenwich, CT: JAI.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (1996). *Intervention research*: *Advances in learning and behavioral disabilities* (vol. 10, Part B). Greenwich, CT: JAI.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (1995). *Advances in learning and behavioral disabilities*

(vol. 9). Greenwich, CT: JAI.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (1994). *Advances in learning and behavioral disabilities*

(vol. 8). Greenwich, CT: JAI.

Scruggs, T.E., & Mastropieri, M.A. (Eds.) (1992). *Advances in learning and behavioral disabilities*

 (vol. 7). Greenwich, CT: JAI.

Scruggs, T.E., & Wong, B.J.L. (Eds.) (1990). *Intervention research in learning disabilities*. New

 York: Springer Verlag.

# BOOK CHAPTERS

Scruggs, T.E., & Mastropieri, M.A. (in press). What is special education? In B. Bateman, J. Lloyd, & M. Tankersley (Eds.), *Understanding special education issues.*

Scruggs, T.E., & Mastropieri, M.A. (2013). Teaching students with high-incidence disabilities. In B.G. Cook & M. Tankersley (Eds.), Research-based practices in special education (342-352). Boston: Pearson.

Reprinted as:

Scruggs, T.E., & Mastropieri, M.A. (2013). Teaching students with high-incidence disabilities. In R.A. McWilliam, B.G. Cook, & M. Tankersley (Eds.), Research-based strategies for improving outcomes for target groups of learners (19-29). Boston: Pearson.

Mastropieri, M.A., Scruggs, T.E., Guckert, M., Thompson, C. & Weiss, M. (2013). Inclusion and learning disabilities: Will the past be prologue? In J.P. Bakken (Ed.), *Advances in special education* (vol. 24, pp. 1-17)*.* Bingley, UK: Emerald.

Scruggs, T.E., & Mastropieri, M.A. (2013). Science and social studies. In H.L. Swanson, K. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (2nd ed., pp. 448-462). New York: Guilford.

Mastropieri, M.A., & Scruggs, T.E. (2012). How can teacher attitudes, co-teaching, and differentiated instruction facilitate inclusion? (pp. 153-163). In K. Topping & C. Boyle (Eds.), *What works in inclusion*? London: McGraw Hill.

Michaud, K., & Scruggs, T.E. (2012). Theoretical perspectives of inclusion in the United States. In K. Topping & C. Boyle (Eds.), *What works in inclusion*? (pp. 20-30). London: McGraw Hill.

Scruggs, T.E., & Mastropieri, M.A. (2011). Maximizing social studies learning for all with peer tutoring and learning strategies information. In T. Lintner (Ed.), *Practical strategies for teaching k-12 social studies in inclusive classrooms* (pp. 35-46)*.* Charlotte, NC: Information Age.

Scruggs, T.E., Mastropieri, M.A., & Marshak, L. (2011). Science and social studies. In J. Kauffman, D.P. Hallahan, & J. Lloyd (Eds.) (pp. 445-455), *Handbook of special education*. New York: Routledge.

Mastropieri, M.A., Scruggs, T.E., & Mills, S. (2011). Special education teacher preparation. In J. Kauffman, D.P. Hallahan, & J. Lloyd (Eds) (pp. 47-58), *Handbook of special education*. New York: Routledge.

Mastropieri, M.A., Scruggs, T.E., Conners, N., Kealy, M, Morrison, N., Diamond, T., & Werner, T. (2011). Improving intervention effectiveness with university-public school cohort partnerships. In T. E. Scruggs & M.A. Mastropieri (Eds.), *Assessment and intervention: Advances in learning and behavioral disabilities* (vol. 24, pp. 341-365).Bingley, UK: Emerald.

Mastropieri, M.A., Scruggs, T.E., & Berkeley, S.L. (2010). Peers helping peers. In M. Sherer (Ed.), *Keeping the whole child healthy and safe: Reflections on best practices in learning, teaching, and leadership* (pp. 150-159). Alexandria, VA: ASCD. Reprinted from Mastropieri, M.A., Scruggs, T.E., & Berkeley, S.L. (2007). Peers helping peers. *Educational Leadership, 64*(5), 54-58.

Mastropieri, M.A., Scruggs, T.E., Cuenca-Sanchez, Y., Irby, N., Mills, S., Mason, L., & Kubina, R. (2010). Persuading students with emotional disabilities to write: A design study. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Literacy and learning: Advances in learning and behavioral disabilities* (vol. 23, pp. 237-268). Bingley, UK: Emerald.

Mastropieri, M.A., & Scruggs, T.E. (2010). The study of human exceptionality: How it informs our knowledge of learning and cognition. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Literacy and learning: Advances in learning and behavioral disabilities* (vol. 23, pp. 303-319). Bingley, UK: Emerald.

Mastropieri, M.A., & Scruggs, T.E. (2009). Memory-enhancing strategies for students with learning disabilities: Lessons learned from 20 years of experimental research. In G. D. Sideridis & T. A. Citro (Eds.) *Classroom management and learning strategies for struggling learners* (pp. 81-97)*.* Lanham, MD: Rowman & Littlefield.

Regan, K., Scruggs, T.E., & Mastropieri, M. A. (2009). Advances in literacy practices for students with emotional and behavioral disabilities. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Policy and practice: Advances in learning and behavioral disabilities* (vol. 22, pp. 317-339). Bingley, UK: Emerald.

Tornquist, E.H., Mastropieri, M.A., Scruggs, T.E., Berry, H.G., & Halloran, W.D. (2009). The impact of poverty on special education students. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Policy and practice: Advances in learning and behavioral disabilities* (vol. 22, pp. 169-187). Bingley, UK: Emerald.

Mastropieri, M. A., Morrison, N., Scruggs, T.E., Werner, T., & Bowdey, F. R. (2008). The use of cohort programs in personnel preparation: Benefits and challenges. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Personnel preparation:* *Advances in learning and behavioral disabilities* (vol. 21,pp. 151-179). Bingley, UK: Emerald.

Mastropieri, M.A., Scruggs, T.E., & Marshak, L. (2008). Training teachers, parents, and peers to implement effective teaching strategies for content area learning. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Personnel preparation:* *Advances in learning and behavioral disabilities* (vol. 21,pp. 311-329). Bingley, UK: Emerald.

Scruggs, T.E. (2008). Insegnamento di scienze e storia in classi con integrazione scolastica: Didattica differenziale e cooperativa. In R. Vianello, M. Mariotti, & M. Serra (Eds.), *Esperience e ricerche sull'integrazione scolastica e sociale: Convegni Nazionale C.N.I.S.* (pp. 54-64). Azzano San Paolo, Italy: Edizioni Junior.

McDuffie, K.A., Scruggs, T.E., & Mastropieri, M.A. (2007). Co-teaching in inclusive settings: Results of qualitative research from the United States, Canada, and Australia. In T.E. Scruggs & M.A. Mastropieri (Eds.), *International perspectives:* *Advances in learning and behavioral disabilities* (vol. 20, pp. 307-345)*.* Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (2006). Summarizing qualitative research in special education: Purposes and procedures. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Applications of research methodology:* *Advances in learning and behavioral disabilities* (vol. 19, pp. 33-53). Oxford, UK: Elsevier.

Scruggs, T.E., Mastropieri, M.A., & Regan, K.S. (2006). Statistical analysis for single subject research designs. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Applications of research methodology:* *Advances in learning and behavioral disabilities* (vol. 19, pp. 315-335)*.* Oxford, UK: Elsevier.

Mastropieri, M.A., Scruggs, T.E., & Graetz, J. (2005). Cognition and learning in inclusive high school chemistry classes. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Cognition and learning in diverse settings: Advances in learning and behavioral disabilities* (vol. 18, pp.107-118). Oxford, UK: Elsevier.

Mastropieri, M.A., Scruggs, T.E., Graetz, J., & Conners, N. (2005). Inclusive practices in content area instruction: Addressing the challenges of co-teaching. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Cognition and learning in diverse settings: Advances in learning and behavioral disabilities* (vol. 18, pp. 237-274). Oxford, UK: Elsevier.

Nougaret, A., Scruggs, T.E., & Mastropieri, M.A. (2004). The effects of teacher licensure on teachers’ pedagogical competence: Implications for elementary and secondary teachers of

 students with learning and behavioral disabilities. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Research in secondary schools: Advances in learning and behavioral disabilities* (vol. 17, pp. 301-318). Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (2004). Recent research applications in secondary content areas for students with learning and behavioral disabilities. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Research in secondary schools: Advances in learning and behavioral disabilities* (vol. 17, pp. 243-263). Oxford, UK: Elsevier.

Lang, C.R., Mastropieri, M.A., Scruggs, T.E., & Porter, M. (2004). The effects of self-instructional strategies on problem solving in algebra for students with special needs. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Research in secondary schools: Advances in learning and behavioral disabilities* (vol. 17, pp. 29-54). Oxford, UK: Elsevier.

Mastropieri, M.A., Scruggs, T.E., Davidson, T., & Rana, R. (2004). Instructional interventions in mathematics for students with learning disabilities. In B.Y.L. Wong (Ed.), *Learning about learning disabilities* (3rd ed., pp. 311-329). San Diego, CA: Academic Press.

Mastropieri, M.A., Scruggs, T.E., Graetz, J., Fontana, J., Cole, V., & Gersen, A. (2004). Mnemonic strategies: What are they? How can I use them? How effective are they? In M. Riley & T.A. Citro (Eds.), *Best practices for the inclusionary classroom: Leading researchers talk directly with teachers* (pp. 49-64). Weston, MA: Learning Disabilities of Massachusetts.

Lucangeli, D., & Scruggs, T.E. (2003). Test anxiety, perceived competence, and academic achievement in secondary school students. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Identification and assessment: Advances in learning and behavioral disabilities* (vol. 16, pp. 223-230). Oxford, UK: Elsevier.

Scruggs, T.E., & Mastropieri, M.A. (2003). Issues in the identification of learning disabilities. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Identification and assessment: Advances in learning and behavioral disabilities* (vol. 16, pp. 1-36). Oxford, UK: Elsevier.

# Scruggs, T.E., & Mastropieri, M.A. (2003). Science and social studies. In H.L. Swanson, K. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (pp. 364-379). New York: Guilford.

# Mastropieri, M.A., Scruggs, T.E., Klingerman, K., Mohler, L., Jeffs, T., Boon, R., & Castellani, J. (2001). University e-mail mentors for elementary students with disabilities: Attitudinal and literacy effects. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Technological applications: Advances in learning and behavioral disabilities* (vol. 15, pp. 173-186). Oxford, UK: Elsevier.

# Mastropieri, M.A., Spencer, V., Scruggs, T.E., & Talbott, E. (2000). Students with disabilities as

# tutors: An updated research synthesis. In T.E. Scruggs & M.A. Mastropieri (Eds.). *Educational interventions:* *Advances in learning and behavioral disabilities* (vol. 14,pp.247-279). Oxford, UK: Elsevier Science.

Mastropieri, M.A., & Scruggs, T.E. (1999). Mnemonic adaptations. In K. Lenz & J. Schumaker

(Eds.), *Secondary adaptations for students with special needs*. Reston, VA: Council for Exceptional Children.

Mastropieri, M.A., Scruggs, T.E., & Hamilton, S.L. (1999). Integration in the elementary

school for persons with moderate disabilities. In M. Coutinho & A.C. Repp (Eds.), *Inclusion: The integration of children with disabilities* (pp. 264-277). Monterrey, CA: Brooks/Cole.

Scruggs, T.E., & Mastropieri, M.A. (1999). Working together to promote learning in science.

In S. Graham & K. Harris (Eds.), *Working together* (pp. 63-86). Cambridge, MA: Brookline Books.

Mastropieri, M.A., Scruggs, T.E., & Chung, H. (1998). Instructional interventions for students

with mathematics learning disabilities. In B.Y.L. Wong (Ed.), *Learning about learning disabilities* (2nd ed., pp. 425-451). San Diego, CA: Academic Press.

Scruggs, T.E., & Mastropieri, M.A. (1998). Peer tutoring and students with special needs. In

K. Topping & S. Ehly (Eds.), *Peer assisted learning* (pp. 165-182). Mahwah, NJ: Lawrence Erlbaum.

Dev, P.C., & Scruggs, T.E. (1997). Mainstreaming and inclusion of students with learning disabilities: Perspectives of general educators in elementary and secondary schools. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (Vol. 11, pp. 135-178). Greenwich, CT: JAI.

Mastropieri, M.A., Scruggs, T.E., & Butcher, K.B. (1997). Counseling interventions for students with learning disabilities. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (vol. 11, pp. 235-261). Greenwich, CT: JAI.

Mastropieri, M.A., & Scruggs, T.E. (1996). Current trends in science education: Implications

for special education. In C. Warger & M. Pugach (Eds.), *Curriculum trends, special education, and reform: Refocusing the conversation* (pp. 42-52). New York: Teachers College Press.

Mastropieri, M.A., Scruggs, T.E., Bakken, J.P., & Whedon, C. (1996). Reading comprehension: A

synthesis of research in learning disabilities. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Vol. 10, Part B. Intervention research* (pp. 201-227). Greenwich, CT: JAI.

Scruggs, T.E., & Mastropieri, M.A. (1996). Adaptive and instructional strategies for science center

education. In J. Shinkle (Ed.), *Access to science center education* (pp 96-116). Washington, DC: National Science Foundation.

Scruggs, T.E., & Mastropieri, M.A. (1996). Quantitative synthesis of survey research: Methodology

and validation. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Vol. 10, Part A.* *Theoretical perspectives* (pp. 209-223). Greenwich, CT: JAI.

Scruggs, T.E. (1995). Approcci al trattamento delle difficoltá di apprendimento: Il caso

dell'insegnamento delle scienze. In C. Cornoldi & R. Vianello (Eds.), *Handicap e apprendimento: Ricerche e proposte di intervento* (pp. 205-212). Bergamo, Italy: Edizioni Junior.

Scruggs, T.E., & Mastropieri, M.A. (1995). Qualitative research methods in the study of learning and behavioral disabilities: An analysis of recent research. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (vol. 9, pp. 251-274). Greenwich, CT: JAI.

Shiah, R.L., Mastropieri, M.A., & Scruggs, T.E. (1995). Computer-assisted instruction with learning disabled students: Does the literature support the rhetoric? In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (vol. 9, pp. 163-194). Greenwich, CT: JAI.

Mastropieri, M.A., & Scruggs, T.E. (1994). Issues in intervention research: Secondary students. In S. Vaughn & C. Bos (Eds.), *Research in learning disabilities: Theory, methodology, assessment, and ethics* (pp. 130-145). New York: Springer Verlag.

Mastropieri, M.A., Scruggs, T.E., & Bohs, K. (1994). Mainstreaming an emotionally handicapped

student in science: A qualitative investigation. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (vol. 8, pp. 131-146). Greenwich, CT: JAI Press.

Scruggs, T.E., & Mastropieri, M.A. (1994). The effectiveness of generalization training: A quantitative synthesis of single subject research. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (vol. 8, pp. 259-280). Greenwich, CT: JAI.

Scruggs, T.E. (1993). Un'analisi comparative sull'efficacia de alcuni recenti approcci nel campo

dell'educazione speciale. In R. Vianello & C. Cornoldi (Eds.), *Disturbi di apprendimento: Proposte di intervento* (pp. 7-14). Bergamo, Italy: Juvenilia.

Scruggs, T.E., & Mastropieri, M.A. (1993). Teaching students with mild mental retardation. In R. A. Gable & S. F. Warren, (Eds.), *Strategies for teaching students with mild to severe mental retardation* (pp. 117-125). London: Kingsley.

 Reprinted as:

Scruggs, T.E., & Mastropieri, M.A. (1993). Teaching students with mild mental retardation. In

R. A. Gable, (Ed.), *Advances in mental retardation and developmental disabilities* (vol. 5). London: Kingsley.

Scruggs, T.E. (1992). Single subject methodology in the study of learning and behavioral

disorders: Design, analysis, and synthesis. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (vol. 7, pp. 223-248). Greenwich, CT: JAI.

Scruggs, T.E. (1990). Foundations of intervention research. In T. E. Scruggs & B. Y. L. Wong (Eds.), *Intervention research in learning disabilities* (pp. 66-77). New York: Springer-Verlag.

Scruggs, T.E. (1988). Nature of learning disabilities. In K. A. Kavale (Ed.), *Learning disabilities:*

 *State of the art and practice*, (pp. 22-43). Boston: Little, Brown/College Hill.

Mastropieri, M.A., Scruggs, T.E., & Levin, J.R. (1987). Mnemonic strategies in special education. In M. McDaniel & M. Pressley (Eds.), *Imagery and related mnemonic processes*  (pp. 358-376). New York: Springer-Verlag.

Scruggs, T.E., Mastropieri, M.A., & Casto, G. (1987). Early intervention for behaviorally disordered children: The synthesis of single subject research. In R.B. Rutherford, C. M. Nelson, & S. R. Forness (Eds.), *Severe behavior disorders of children and youth* (pp. 122-132). Boston: Little, Brown/College Hill.

Scruggs, T.E., Mastropieri, M.A., & Levin, J.R. (1987). Implica­tions of mnemonic strategy research

for theories of learning disabiliti­es. In H. L. Swanson (Ed.), *Memory and learning dis­abilities: Advances in learning and behavior disabilities* (pp. 225-244). Greenwich, CT: JAI.

**JOURNAL ARTICLES**

**In press, 2013**

Hauth, C., Mastropieri, M.A., Scruggs, T.E., & Regan, K. (in press). Can students with

emotional and behavioral disabilities improve on planning and writing in the content areas of civics and mathematics? *Behavioral Disorders.*

Mastropieri, M.A., Scruggs, T.E., Cerar, N.I., Allen-Bronaugh, D., Thompson, C., … & Cuenca-Sanchez, Y. (in press). Fluent persuasive writing with counterarguments for students with emotional disturbance. *Journal of Special Education*. doi: 10.1177/0022466912440456

Scruggs, T.E., & Mastropieri, M.A. (2013). Individual differences and learning challenges. Special 50th anniversary issue, *Theory Into Practice, 52*, 63-72. doi: 10.1080/00405841.2013.795443

Scruggs, T.E., & Mastropieri, M.A. (2013). PND at 25: Past, present, and future trends in summarizing single subject research. *Remedial and Special Education, 34*, 9-19*.* doi: 10.1177/0741932512440730

Scruggs, T.E., Mastropieri, M.A., & Brigham, F.J. (2013). Common core science standards: Implications for students with LD. *Learning Disabilities Research & Practice, 28*, 49-57*.*

**2012**

Brigham, F.J., Scruggs, T.E., & Mastropieri, M.A. (2012). Science education and students with learning disabilities. *Learning Disabilities Research and Practice, 26*, 223-232*.*

Cuenca-Sanchez, Y., Mastropieri, M.A., Scruggs, T.E., & Kidd, J. (2012). Teaching students with emotional and behavioral disorders to self-advocate through persuasive writing. *Exceptionality, 20*, 71-93. doi: 10.1080/09362835.2012.669291

Scruggs, T.E. (2012). Differential facilitation of learning outcomes: What does it tell us about
learning disabilities and instructional programming? *International Journal for Research in Learning Disabilities, 1*(1), 4-20.

Scruggs, T.E., Mastropieri, M.A., Marshak, L. (2012). Peer-mediated instruction in inclusive secondary social studies learning: Direct and indirect learning effects. *Learning Disabilities Research and Practice, 27*, 12-20*.*

**2011**

Berkeley, S., Marshak, L., Mastropieri, M.A., & Scruggs, T.E. (2011). Improving student comprehension of social studies text: A self-questioning strategy for inclusive middle school classes. *Remedial and Special Education. 32*, 105–113.

doi: 10.1177/0741932510361261

Berkeley, S., Mastropieri, M.A., & Scruggs, T.E. (2011). Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. *Journal of Learning Disabilities, 44*, 18-32*.* doi: 10.1177/0022219410371677

Marshak, L., Mastropieri, M.A., & Scruggs, T.E. (2011). Curriculum enhancements for inclusive secondary social studies classes. *Exceptionality,* *19*, 61-74.

 doi: 10.1080/09362835.2011.562092

**2010**

Berkeley, S., Scruggs, T.E., & Mastropieri, M.A. (2010). Reading comprehension instruction for students with learning disabilities, 1995-2006: A meta-analysis. *Remedial and Special Education, 31*, 423-436*.* doi: 10.1177/0741932509355988

Scruggs, T.E., Mastropieri, Berkeley, S., & Graetz, J. (2010). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial and Special Education,* *36,* 437-449*.* doi: 10.1177/0741932508327465

Scruggs, T.E., Mastropieri, M.A., Berkeley, S., & Marshak, L. (2010). Mnemonic strategies: Evidence-based practice and practice-based evidence. *Intervention in School and Clinic*, *46*, 79-86. doi:10.1177/1053451210374985

**2009**

Glago, K., Mastropieri, M.A., & Scruggs, T.E. (2009). Improving problem solving of

 elementary students with mild disabilities. *Remedial and Special Education*, *30*, 372-380.

Graetz, J.S., Mastropieri, M.A., & Scruggs, T.E., (2009). Promoting social behavior for adolescents with autism with social stories. *Education and Training in Developmental Disabilities*, *44*, 91-104 *.*

Mastropieri, M.A., Berkeley, S., McDuffie, K.A., Graff, H., Marshak, L., Conners, N., Diamond, C.M., Simpkins, P., Bowdey, F.R., Fulcher, A., Scruggs, T.E., & Cuenca-Sanchez, Y. (2009). What is published in the field of special education? An analysis of 11 prominent journals. *Exceptional Children*, *76*, 95-110*.*

Mastropieri, M.A., Scruggs, T.E., Mills, S., Irby, N., Cuenca-Sanchez, Y., Allen-Bronaugh, D., Thompson, C., Guckert, M., & Regan, K. (2009). Persuading students with emotional disabilities to write fluently. *Behavioral Disorders, 35*, 19-40.

McDuffie, K.A., Mastropieri, M.A., & Scruggs, T.E. (2009). Differential effects of co-teaching and peer-mediated instruction: Results for content learning and student-teacher interactions. *Exceptional Children, 75*, 493-510*.*

Simpkins, P.M., Scruggs, T.E, & Mastropieri, M.A. (2009). Differentiated curriculum enhancements in inclusive 5th grade science classes. *Remedial and Special Education, 30,* 300-308.

Scruggs, T.E., & Michaud, K. (2009). The “surplus effect” in developmental disabilities:

 A function of setting or training (or both)? *Life Span and Disability, 12*, 141-149.

**2008**

Mastropieri, M.A., Berkeley, S., Scruggs, T.E., & Marshak, L. (2008). Improving content area instruction using evidence based practices. *Insights on Learning Disabilities, 5*(1), 73-88*.*

McDuffie, K.A., & Scruggs, T.E. (2008). The contributions of qualitative research to discussions of evidence-based practice in special education. *Intervention in School and Clinic, 44,* 91-97.

Scruggs, T.E., Mastropieri, M.A., & Okolo, C. (2008). Science and social studies for students with disabilities*. Focus on Exceptional Children, 41*(2), 1 - 24.

**2007**

Fontana, J., Mastropieri, M.A., Scruggs, T.E. (2007). Mnemonic strategy instruction in inclusive secondary social studies classes. *Remedial and Special Education, 28,* 345-355*.*

Mastropieri, M.A., Scruggs, T.E., & Berkeley, S.L. (2007). Peers helping peers. *Educational Leadership, 64*(5), 54-58.

Scruggs, T.E., & Mastropieri, M.A. (2007). Science learning in special education: The case for constructed vs. instructed learning. *Exceptionality, 15*, 57-74*.*

Scruggs, T.E., Mastropieri, M.A., & McDuffie, K.A. (2007). Co-teaching in inclusive classrooms: A meta-synthesis of qualitative research. *Exceptional Children, 73*, 392-416*.*

**2006**

Graetz, J.E, Mastropieri, M.A., & Scruggs, T.E. (2006). Show time: The use of video self-modeling to decrease inappropriate behaviors. *Teaching Exceptional Children, 38,* 43- 48*.*

Scruggs, T.E., & Mastropieri, M.A. (2006). Response to “Competing views: A dialogue on response to intervention.” *Assessment for Effective Intervention, 32*, 62-64*.*

Mastropieri, M.A., Scruggs, T.E., Norland, J., Berkeley, S., McDuffie, K., Tornquist, E. H., & Conners, N. (2006). Differentiated curriculum enhancement in inclusive middle school science: Effects on classroom and high-stakes tests. *Journal of Special Education, 40*, 130-137.

2005

Mastropieri, M. A., & Scruggs, T.E. (2005). Feasibility and consequences of response to intervention: Examination of the issues and scientific evidence as a model for the identification of individuals with learning disabilities. *Journal of Learning Disabilities, 38*, 525-531*.*

Mastropieri, M.A., Scruggs, T.E., Graetz, J.E., Nordland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures and challenges. *Intervention in School and Clinic, 40,* 260-270*.*

Nougaret, A. A., Scruggs, T.E., & Mastropieri, M.A. (2005). Does teacher education produce better special education teachers? *Exceptional Children, 71,* 217-229*.*

Regan, K.S., Mastropieri, M.A., & Scruggs, T.E. (2005) Promoting expressive writing among students with emotional and behavioral disturbance via dialogue journals. *Behavioral Disorders, 31*, 33-50.

**2004**

Agosta, E., Mastropieri, M.A., & Scruggs, T.E. (2004). Teacher-researcher partnerships to improve social behavior with social stories. *Intervention in School and Clinic, 39*, 276-287.

Scruggs, T.E., & Mastropieri, M.A. (2004). Science and schooling for students with LD: A discussion of the symposium. *Journal of Learning Disabilities, 37,* 270-276.

Terrill, C., Scruggs, T.E., & Mastropieri, M.A. (2004). SAT vocabulary instruction for high school students with learning disabilities. *Intervention in School and Clinic, 39,* 288-294.

Uberti, H.Z., Mastropieri, M.A., & Scruggs, T.E. (2004). Check it off: Individualizing a math algorithm for students with disabilities using individualized self-monitoring checklists within an inclusive classroom. *Intervention in School and Clinic, 39,* 269-275.

**2003**

# Mastropieri, M.A., Scruggs, T.E., Spencer, V., & Fontana, J. (2003). Promoting success in high school world history: Peer tutoring versus guided notes. *Learning Disabilities Research and Practice, 18,* 52-65*.*

Mastropieri, M.A., Scruggs, T.E., & Graetz, J. (2003). Reading comprehension for secondary students. *Learning Disability Quarterly, 26,* 103-116*.*

Scruggs, T.E., & Mastropieri, M.A. (2003). Summarizing special education research. *Contemporary Psychology*, *48*, 248-250.

Spencer, V., Scruggs, T.E., & Mastropieri, M.A. (2003). Content area learning in middle school social studies classrooms and students with emotional or behavioral disorders: A comparison of strategies. *Behavioral Disorders, 28,* 77-93 *.*

Uberti, H.Z., Scruggs, T.E., & Mastropieri, M.A. (2003). Keywords make the difference! Mnemonic instruction in inclusive classrooms. *Teaching Exceptional Children, 35,* 3, 56-61.

**2002**

Scruggs, T.E., & Mastropieri, M.A. (2002). On babies and bathwater: Addressing the problems of identification of learning disabilities. *Learning Disability Quarterly, 25,* 155-168.

**2001**

Carter, K.B., & Scruggs, T.E. (2001). Thirty-one students: Reflections of a first year teacher of

 students with mental retardation. *Journal of Special Education, 35,* 100-104.

Mastropieri, M.A., & Scruggs, T.E. (2001). Promoting inclusion in secondary classrooms.

*Learning Disability Quarterly, 24*, 265-274.

Mastropieri, M.A., Scruggs, T.E., Boon, R., & Carter, K.B. (2001). Correlates of inquiry learning in science: Constructing concepts of density and buoyancy. *Remedial and Special Education, 22,* 130-138.

 Mastropieri, M.A., Scruggs, T.E., Mohler, L.J., Beranek, M.L., Spencer, V., Boon, R.T., &

Talbott, E. (2001). Can middle school students with serious reading difficulties help each other and learn anything? *Learning Disabilities Research & Practice, 16,* 18-27.

Scruggs, T.E., & Mastropieri, M.A. (2001). How to summarize single-participant research:

Ideas and applications. *Exceptionality, 9,* 227-245.

**2000**

Mastropieri, M.A., Sweda, J., & Scruggs, T.E. (2000). Putting mnemonic strategies to work in an inclusive classroom. *Learning Disabilities Research & Practice, 15,* 69-74.

Scruggs, T.E., & Mastropieri, M.A. (2000). The effectiveness of mnemonic instruction for students

with learning and behavior problems: An update and research synthesis. *Journal of Behavioral Education, 10*, 163-173.

Scruggs, T.E., & Mastropieri, M.A. (2000). Mnemonic strategies improve classroom learning and

social behavior. *Beyond Behavior, 10(1),* 13-17.

**1999**

Mastropieri, M.A., Leinhart, A., & Scruggs, T.E. (1999). Strategies to increase reading fluency.

 *Intervention in School and Clinic, 34,* 278-283, 292.

Mastropieri, M.A., Scruggs, T.E., & Magnusen, M. (1999). Activities-oriented science instruction for students with disabilities. *Learning Disability Quarterly, 22,* 240-249.

Palladino, P., Cornoldi, C., Vianello, R., Scruggs, T.E., & Mastropieri, M.A. (1999). Paraprofessionals in Italy: Perspectives from an inclusive country. *The Journal of the Association for Persons with Severe Handicaps, 24(4),* 254-258.

Scruggs, T.E. (1999). Davy Crockett and the Thieves of Jericho: An analysis of the Shackford-Parrington conspiracy theory. *Journal of the Early Republic, 19,* 481-498.

**1998**

Cornoldi, C., Terreni, A., Scruggs, T.E., & Mastropieri, M.A. (1998). Teacher attitudes in Italy after twenty years of inclusion. *Remedial and Special Education, 19*, 350-356.

Mastropieri, M.A., & Scruggs, T.E. (1998). Constructing more meaningful relationships in the

classroom: Mnemonic research into practice. *Learning Disabilities Research & Practice, 13*, 138-145.

Mastropieri, M.A., & Scruggs, T.E. (1998). Enhancing school success with mnemonic strategies.

 *Intervention in School and Clinic, 33*, 201-208.

Mastropieri, M.A., Scruggs, T.E., Mantzicopoulos, P.Y., Sturgeon, A., Goodwin, L., & Chung, S.

(1998). "A place where living things affect and depend on each other": Qualitative and quantitative outcomes associated with inclusive science teaching. *Science Education, 82,* 163-179.

Scruggs, T.E. & Mastropieri, M.A. (1998). Synthesizing single subject research: Issues and

 applications. *Behavior Modification, 22*, 221-242.

Scruggs, T.E., & Mastropieri, M.A. (1998). What happens during instruction: Is any metaphor

 necessary? *Journal of Learning Disabilities, 31,* 404-408.

Scruggs, T.E., Mastropieri, M.A., & Boon, R. (1998). Science for students with disabilities: A review of recent research. *Studies in Science Education, 32,* 21-44.

**1997**

Bakken, J.P., Mastropieri, M.A., & Scruggs, T.E. (1997). Reading comprehension of expository

science material and students with learning disabilities: A comparison of strategies. *Journal of Special Education, 31*, 300-324.

Cornoldi, C., Terreni, A., Mastropieri, M.A., & Scruggs, T.E. (1997). L'atteggiamento degli insegnanti verso l'integrazione scolastica di alunni con difficoltá di apprendimento: Un confronto fra Italia e Stati Uniti. *Difficoltá di Apprendimento, 3*, 43-52.

Mastropieri, M.A., & Scruggs, T.E. (1997). Best practices in promoting reading comprehension in

 students with learning disabilities. *Remedial and Special Education, 18,* 197-213.

Mastropieri, M.A., & Scruggs, T.E. (1997). What's special about special education? A cautious view toward full inclusion. *Educational Forum, 61*, 206-211.

Mastropieri, M.A., Scruggs, T.E., & Butcher, K. (1997). How effective is inquiry learning for students with mild disabilities? *Journal of Special Education, 31,* 199-211.

Mastropieri, M.A., Scruggs, T.E., & Shiah, R.L. (1997). Can computers teach problem solving

strategies to students with mild mental retardation? A case study. *Remedial and Special Education, 18*, 157-165.

Mastropieri, M.A., Scruggs, T.E., Bakken, J.P. , & Whedon, C. (1997). Using mnemonic strategies

 to teach information about U.S. presidents: A classroom-based investigation. *Learning Disability Quarterly, 20*, 13-21.

 **1996**

Mastropieri, M.A., & Scruggs, T.E. (1996). Reflections on "Promoting thinking skills of students with learning disabilities: Effects on recall and comprehension of expository prose." *Exceptionality, 6*, 53-57.

Mastropieri, M.A., Scruggs, T.E., Hamilton, S.L., Wolfe, S., Whedon, C., & Canevaro, A. (1996).

Promoting thinking skills of students with learning disabilities: Effects on recall and comprehension of expository prose. *Exceptionality, 6*, 1-11.

Scruggs, T.E. (1996). The physical stature of David Crockett: A re-analysis of the historical record. *Journal of South Texas, 9*, 1-29.

Scruggs, T.E., & Mastropieri, M.A. (1996). Teacher perceptions of mainstreaming/inclusion, 1958-

 1995: A research synthesis. *Exceptional Children, 63*, 59-74.

 1995

Brigham, F.J., Scruggs, T.E., & Mastropieri, M.A. (1995). Strategie elaborative di memoria: Parole

chiave e immagini interattive nello studio della storia. *Difficoltá di Apprendimento, 1*, 11-30. Translated and reprinted from Brigham, Scruggs, & Mastropieri (1995).

Brigham, F.J., Scruggs, T.E., & Mastropieri, M.A. (1995). Elaborative maps for enhanced learning of historical information: Uniting spatial, verbal, and imaginal information. *Journal of Special Education, 28*, 440-460.

Mastropieri, M.A., & Scruggs, T.E. (1995). Teaching science to students with disabilities in regular

 education settings: Practical and proven strategies. *Teaching Exceptional Children, 27*, 10-13.

Mastropieri, M.A., Scruggs, T.E., Shiah, R.L., & Fulk, B.J.M. (1995). Reflections on "The

 effects of computer assisted instruction on the mathematical problem solving of students with learning disabilities." *Exceptionality, 5*, 189-193.

Scruggs, T.E., & Mastropieri, M.A. (1994-1995). Assessing students with learning disabilities: Current issues and future directions. *Diagnostique, 20*, 17-31.

Scruggs, T.E., & Mastropieri, M.A. (1995). Reflections on "Scientific reasoning of students with

mental retardation: Investigating preconceptions and conceptual change." *Exceptionality, 5*, 249-257.

Scruggs, T.E., & Mastropieri, M.A. (1995). Science and mental retardation: An analysis of curriculum features and learner characteristics. *Science Education, 79*, 251-271.

Scruggs, T.E., & Mastropieri, M.A. (1995). Science education for students with behavior disorders.

 *Education and Treatment of Children, 3*, 322-334.

Scruggs, T.E., & Mastropieri, M.A. (1995). What makes special education special? An analysis of the PASS variables in inclusion settings. *Journal of Special Education, 29*, 224-233.

Scruggs, T.E., Mastropieri, M.A., & Wolfe, S. (1995). Scientific reasoning of students with mental

 retardation: Investigating preconceptions and conceptual change. *Exceptionality, 5*, 223-244.

Shiah, R.L., Mastropieri, M.A., Scruggs, T.E., & Fulk, B.J.M. (1995). The effects of computer

assisted instruction on the mathematical problem solving of students with learning disabilities. *Exceptionality, 5*, 131-161.

Sullivan, G.S., Mastropieri, M.A., & Scruggs, T.E. (1995). Reasoning and remembering: Coaching

 thinking with students with learning disabilities. *Journal of Special Education, 29*, 310-322.

 **1994**

Kavale, K.A., Fuchs, D., & Scruggs, T.E. (1994). Setting the record straight on learning disabilities

 and low achievement. *Learning Disabilities Research & Practice, 9*, 70-77.

Mastropieri, M.A., Scruggs, T.E., Whittaker, M.E.S. & Bakken, J.P. (1994). Applications of

mnemonic strategies with students with mental disabilities. *Remedial and Special Education, 15*(1), 34-43.

Mastropieri, M.A., & Scruggs, T.E. (1994). Text-based vs. activities-oriented science curriculum:

 Implications for students with disabilities. *Remedial and Special Education, 15*, 72-85.

Scruggs, T.E., & Mastropieri, M.A. (1994). The construction of scientific knowledge by students with mild disabilities. *Journal of Special Education, 28*, 307-321.

Scruggs, T.E., Mastropieri, M.A., & Sullivan, G.S. (1994). Promoting relational thinking skills:

 Elaborative interrogation for mildly handicapped students. *Exceptional Children, 60*, 450-457.

Scruggs, T.E., & Mastropieri, M.A. (1994). Refocusing microscope activities for special students.

 *Science Scope, 17*, 74-78.

Scruggs, T.E., & Mastropieri, M.A. (1994). Successful mainstreaming in elementary science classes: A qualitative investigation of three reputational cases. *American Educational Research Journal, 31*, 785-811.

Scruggs, T.E., & Mastropieri, M.A. (1994). The utility of the PND statistic: A reply to Allison and

 Gorman. *Behaviour Research and Therapy, 32*, 879-883.

 **1993**

Scruggs, T.E. (1993). Special education and the problems of schooling. *Educational Theory, 43*, 433-447.

Scruggs, T.E., & Mastropieri, M.A. (1993). The effects of prior field experience on student teacher competence ratings. *Teacher Education and Special Education, 16*, 303-308.

Scruggs, T.E., & Mastropieri, M.A. (1993). Current approaches to science education: Implications for mainstream instruction of students with disabilities. *Remedial and Special Education, 14*(1), 15-24.

Scruggs, T.E., & Mastropieri, M.A. (1993). Special education for the twenty-first century: Integrating learning strategies and thinking skills. *Journal of Learning Disabilities, 26*, 392-398.

Scruggs, T.E., Mastropieri, M.A., Bakken, J.P., & Brigham, F.J. (1993). Reading vs. doing: The relative effectiveness of textbook-based and inquiry-oriented approaches to science education. *Journal of Special Education, 27*, 1-15.

Scruggs, T.E., Mastropieri, M.A., Sullivan, G.S., & Hesser, L.S. (1993). Improving reasoning and recall: The differential effects of elaborative interrogation and mnemonic elaboration. *Learning Disability Quarterly, 16*, 233-240.

 **1992**

Brigham, F.J., Bakken, J.P., Scruggs, T.E., & Mastropieri, M.A. (1992). Cooperative behavior management: A technique for improving classroom behavior. *Education and Training of the Mentally Retarded, 27*, 3-12.

Brigham, F.J., Scruggs, T.E., & Mastropieri, M.A. (1992). The effect of teacher enthusiasm on the learning and behavior of learning disabled students. *Learning Disabilities Research & Practice, 7*, 68-73.

Fulk, B.J.M., Mastropieri, M.A., & Scruggs, T.E. (1992). Mnemonic generalization training with learning disabled adolescents. *Learning Disabilities Research & Practice, 7*, 2-10.

Mastropieri, M.A., & Scruggs, T.E. (1992). Science for students with disabilities. *Review of Educational Research, 62*, 377-411.

Mastropieri, M.A., Scruggs, T.E., Bakken, J.P., & Brigham, F.J. (1992). A complex mnemonic strategy for teaching states and capitals: Comparing forward and backward associations. *Learning Disabilities Research & Practice, 7*, 96-103.

Scruggs, T.E., & Mastropieri, M.A. (1992). Classroom applications of mnemonic instruction: Acquisition, maintenance, and generalization. *Exceptional Children, 58*, 219-229.

Scruggs, T.E., & Mastropieri, M.A. (1992). Effective mainstreaming strategies for mildly handicapped students. *Elementary School Journal, 92*, 389-409.

Scruggs, T.E., & Mastropieri, M.A. (1992). Remembering the forgotten art of memory. *American Educator, 16*(4), 31-37.

Scruggs, T.E., Mastropieri, M.A., Brigham, F.J., Sullivan, G.S. (1992). Effects of mnemonic reconstructions on the spatial learning of adolescents with learning disabilities. *Learning Disability Quarterly, 15*, 154-162.

**1991**

Mastropieri, M.A., Bakken, J.P., & Scruggs, T.E. (1991). Mathematics instruction for individuals with mental retarda­tion: A perspective and research synthesis. *Education and Training in Mental Retarda­tion, 26*, 115-129.

Mastropieri, M.A., Scruggs, T.E., & Shiah, S. (1991). Mathematics instruction with learning disabled students: A review of research. *Learning Disabilities Research & Practice, 6*, 89-98.

Scruggs, T.E., & Brigham, F.J. (1991). Utility of musical mnemonics. *Perceptual and Motor Skills, 72*, 881-882.

**1990**

Mastropieri, M. A., & Scruggs, T. E. (1990). An evaluation of early intervention effectiveness at increasing age levels for program initiation. *Early Education and Development,* 1, 217-224.

Mastropieri, M. A., & Scruggs, T. E. (1990). Memory and learning dis­abilities. *Learning Disability Quarterly, 13*, 234-235.

Mastropieri, M. A., Scruggs, T. E., & Fulk, B. J. M. (1990). Teaching abstract vocabulary with the keyword method: Effects on recall and comprehension. *Journal of Learning Disabilities, 23*, 92-96.

Scruggs, T. E., & Brigham, R. (1990). The challenges of metacognitive instruction. *Remedial and Special Education, 11*(6), 16-18.

Scruggs, T. E., & Mastropieri, M. A. (1990). The case for mnemonic instruc­tion: From laboratory investiga­tions to classroom applica­tions. *Journal of Special Education, 24*, 7-29.

Scruggs, T. E., & Mastropieri, M. A. (1990). Mnemonic instruction for learning disabled students: What it is and what it does. *Learning Disability Quarterly, 13*, 271-281.

**1989**

Mastropieri, M.A., & Scruggs, T.E. (1989). Constructing more meaningful relationships: Mnemonic instruction for special populations. *Educational Psychology Review, 1*, 83-111.

Mastropieri, M.A., & Scruggs, T.E. (1989). Mnemonic social studies instruc­tion: Classroom applications. *Remedial and Special Education, 10*(3), 40-46.

Mastropieri, M.A., & Scruggs, T.E. (1989). Reconstructive elaborations: Strategies for adapting content area information. *Academic Therapy, 24*, 391-406.

Mastropieri, M.A., & Scruggs, T.E. (1989). Reconstructive elaborations: Strategies that facilitate content learning. *Learning Disabilities Focus, 4*, 73-77.

Pressley, M., Scruggs, T.E., & Mastropieri, M.A. (1989). Memory strategy instruction for learning disabilities: Present and future directions. *Learning Disabilities Research, 4*, 68-77.

Scruggs, T.E., & Mastropieri, M.A. (1989). Mnemonic instruction of learning disabled students: A field-based evaluation. *Learning Disability Quarterly, 12*, 119-125.

Scruggs, T.E., & Mastropieri, M.A. (1989). Reconstructive elaborations: A model for content area learning. *American Educational Research Journal, 26*, 311-327.

 **1988**

Mastropieri, M.A., Emerick, K., & Scruggs, T.E. (1988). Mnemonic instruction of science concepts. *Behavioral Disorders, 14*, 48-56.

Mastropieri, M.A., Jenne, T., & Scruggs, T.E. (1988). A level system for managing problem behaviors in a high school resource program. *Behavioral Disorders, 13*, 202-208.

Mastropieri, M.A., & Scruggs, T.E. (1988). Increasing the content area learning of learning disabled students: Research implementation. *Learning Disabilities Research, 4*, 17-25.

Scruggs, T.E. (1988). Effectiveness of computer-assisted instruction in expository writing. *Perceptual and Motor Skills, 67*, 871-877.

Scruggs, T.E., & Marsing, L. (1988). Teaching test-taking skills to behaviorally disordered students. *Behavioral Disorders, 13*, 240-244.

Scruggs, T.E., & Mastropieri, M.A. (1988). Acquisition and transfer of learning strategies by gifted and nongifted students. *Journal of Special Education, 22*, 153-166.

Scruggs, T.E., & Mastropieri, M.A. (1988). Are learning disabled students 'test-wise'?: A review of recent research. *Learning Dis­abilities Focus, 3*, 87-97.

Scruggs, T. E., & Mastropieri, M. A. (1988). Legitimizing the field of learning disabilities: Does research orientation matter? *Journal of Learning Disabilities, 21*, 219-222.

Scruggs, T.E., Mastropieri, M.A., Forness, S.R., & Kavale, K.A. (1988). Early language intervention: A quantitative synthesis of single-subject research. *Journal of Special Education, 22*, 259-283.

Scruggs, T.E., Mastropieri, M.A., & McEwen, I. (1988). Early intervention for developmental functioning: A quantitative synthesis of single subject research. *Journal for the Division of Early Childhood, 12*, 359-367.

Scruggs, T.E., & Richter, L. (1988). Tutoring learning disabled students: A critical review. *Learning Disability Quarterly, 11*, 274-286. Reprinted from *Learning Disability Quarterly*, 1985, *8*, 286-298

**1987**

Forness, S.R., Kavale, K.A., Guthrie, D., Scruggs, T.E., & Mastropieri, M.A. (1987). Academic levels and achievement gains of children hospitalized for psychiatric disorders. C*hild Psychiatry and Human Development, 18*(2), 71-81.

Mastropieri, M.A., Scruggs, T.E., & Levin, J.R. (1987). Learning disabled students' memory for expository prose: Mnemonic vs. nonmnemonic pictures. *American Educational Research Journal, 24*, 505-519.

Scruggs, T.E. (1987). Comments on 'Learning to Elaborate and Elaborating to Learn,' by Pressley, Johnson, and Symons. *Journal of Learning Disabilities, 20*, 169.

Scruggs, T.E. (1987). Theoretical issues surrounding severe discrepancy: A discussion. *Learning Disabilities Research, 3*, 21-23.

Scruggs, T.E., Mastropieri, M.A., & Casto, G. (1987). The quantita­tive synthesis of single subject research: Methodology and validation. *Remedial and Special Education, 8*(2), 24-33.

Scruggs, T.E., Mastropieri, M.A., & Casto, G. (1987). Reply to Owen White. *Remedial and Special Education, 8*(2), 40-42.

Scruggs, T.E., Mastropieri, M.A., & Casto, G. (1987). Response to Salzberg, Strain, and Baer. *Remedial and Special Education, 8*(2), 49-52.

Scruggs, T.E., Mastropieri, M.A., McLoone, B.B., Levin, J.R. & Morrison, C. (1987). Mnemonic facilitation of learning disabled students' memory for expository prose. *Journal of Educational Psychology, 79*, 27-34.

**1986**

Cook, S., Scruggs, T. E., Mastropieri, M. A., & Casto, G. C. (1985-1986). Handicapped students as tutors. *Journal of Special Education, 19*, 483-492.

Laufenberg, R., & Scruggs, T. E. (1986). Effects of a transformational mnemonic strategy to facilitate digit span recall by mildly handicapped students. *Psychological Reports, 58*, 811-820.

Levin, J. R., Morrison, C. R., McGivern, J. E., Mastropieri, M. A., & Scruggs, T. E. (1986). Mnemonic facilitation of text-embedded science facts. *American Educational Research Journal, 23*, 489-506.

Mastropieri, M. A., & Scruggs, T. E. (1985-1986). Early interven­tion for socially withdrawn children. *Journal of Special Education, 19*, 429-441.

Mastropieri, M. A., Scruggs, T. E., & Levin, J. R. (1986). Direct vs. mnemonic instruction: Relative benefits for exceptional learners. *Journal of Special Education, 20*, 299-308.

McLoone, B. B., Scruggs, T. E., Mastropieri, M. A., & Zucker, S. F. (1986). Memory strategy instruction and training with LD adolescents. *Learning Disabilities Research, 2*, 45-53.

Osguthorpe, R.T., & Scruggs, T.E. (1986). Special education students as tutors: A review and analysis. *Remedial and Special Education, 7*(4), 15-26.

Scruggs, T.E. (1986). Learning characteristics research: A personal perspective. *Journal for the Education of the Gifted, 9*, 291-300.

Scruggs, T.E., & Laufenberg, R. (1986). Transformational mnemonic strategies for retarded learners. *Education and Training of the Mentally Retarded, 27*, 165-173.

Scruggs, T.E., & Lifson, S. (1986). Are learning disabled students 'test-wise'?: An inquiry into reading comprehension test items. *Educational and Psychological Measurement, 46*, 1075-1082.

Scruggs, T.E., & Mastropieri, M.A. (1986). Academic characteristics of behaviorally disordered and learning disabled children. *Behavioral Disorders, 11*, 184-190.

Scruggs, T.E., & Mastropieri, M.A. (1986). Improving the test-taking skills of behaviorally disordered and learning disabled students. *Exceptional Children, 53*, 63-68.

Scruggs, T.E., Mastropieri, M.A., Cook, S., & Escobar, C. (1986). Early intervention for children with conduct disorders: A quantitative synthesis of single-subject research. *Behavioral Disorders, 11*, 260-271.

Scruggs, T.E., Mastropieri, M.A., Jorgensen, C., & Monson, J.A. (1986). Effective mnemonic strategies for gifted learners. *Journal for the Education of the Gifted, 9*, 105-121.

Scruggs, T.E., Mastropieri, M.A., & Levin, J.R. (1986). Can children effectively re-use the same mnemonic pegwords? *Educational Communication and Technology Journal, 34*, 83-88.

Scruggs, T.E., Mastropieri, M.A., & Veit, D. (1986). The effects of coaching on the standardized test performance of learning disabled and behaviorally disordered students. *Remedial and Special Education, 7*(5), 37-41.

Scruggs, T.E., Mastropieri, M.A., Veit, D.T., & Osguthorpe, R.T. (1986). Behaviorally disordered students as tutors: Effects on social behaviors. *Behavioral Disorders, 12*, 36-44.

Scruggs, T.E., & Osguthorpe, R.T. (1986). Tutoring interventions within special education settings: A comparison of cross-age and peer tutoring. *Psychology in the Schools, 23*, 187-193.

Scruggs, T.E., White, K., & Bennion, K., (1986). Teaching test-taking skills to elementary grade students: A meta-analysis. *Elementary School Journal, 87*, 69-82.

Veit, D.T., & Scruggs, T.E. (1986). Can learning disabled students effectively use separate answer sheets? *Perceptual and Motor Skills, 63*, 155-160.

Veit, D.T., Scruggs, T.E., & Mastropieri, M. A. (1986). Extended mnemonic instruction with learning disabled students. *Journal of Educational Psychology, 78*, 300-308.

**1985**

Mastropieri, M. A., Jenkins, V., & Scruggs, T. E. (1985). Academic and intellectual characteristics of behaviorally disordered children and youth. *Severe Behavior Disorders Monographs, 8*, 86-104.

Mastropieri, M. A., Scruggs, T. E., & Casto, G. (1985). Early interven­tion for behaviorally disordered children: An integrative review. *Severe Behavior Disorders Monographs, 8*, 27-35.

Mastropieri, M. A., Scruggs, T. E. & Levin, J. R. (1985). Maximizing what exceptional students can learn: A review of research on the keyword method and related mnemonic techniques. *Remedial and Special Education, 6*(2), 39-45.

Mastropieri, M. A., Scruggs, T. E., & Levin, J. R. (1985). Mnemonic strategy instruction with learning disabled adolescents. *Journal of Learning Disabilities, 18*, 94-100.

Mastropieri, M. A., Scruggs, T. E., Levin, J. R., Gaffney, J., & McLoone, B. (1985) Mnemonic vocabulary instruction for learning disabled students. *Learning Disability Quarterly, 8*, 57-63.

Mastropieri, M. A., Scruggs, T. E., & McLoone, B., Levin, J. R. (1985). Facilitating learning disabled students' acquisition of science classifications. *Learning Disability Quarterly, 8*, 299-309.

Scruggs, T. E., Bennion, K., & Lifson, S. (1985). An analysis of children's strategy use on reading achievement tests. *The Elementary School Journal, 85*, 479-484.

Scruggs, T. E., Bennion, K., & Lifson, S. (1985). Learning disabled students' spontaneous use of test-taking skills on reading achievement tests. *Learning Disability Quarterly, 8*, 205-210.

Scruggs, T. E., & Lifson, S. A. (1985). Current conceptions of test-wiseness: Myths and realities. *School Psychology Review, 14*, 339-350.

Scruggs, T. E., & Mastropieri, M. A. (1985). The first decade of the journal *Behavioral Disorders*: A quantitative evaluation. *Behavioral Disorders*, *11*, 52-59.

Scruggs, T. E., & Mastropieri, M. A. (1985). Cooperative vs. competitive performances of behaviorally disordered American Indian adolescents. *Journal of Instructional Psychology, 12*, 31-33.

Scruggs, T. E., & Mastropieri, M. A. (1985). Cultural ambivalence in an Indian community: Perceptions of behaviorally disordered adolescents. *Journal of Instructional Psychology, 12*, 66-71.

Scruggs, T. E., & Mastropieri, M. A. (1985). Illustrative aids improve reading. *Reading Horizons, 25*, 107-110.

Scruggs, T. E., & Mastropieri, M. A. (1985). Spontaneous verbal elaboration in gifted and non-gifted youths. *Journal for the Education of the Gifted, 9*, 1-10.

Scruggs, T. E., Mastropieri, M. A., & Levin, J. R. (1985). Vocabulary acquisition by mentally retarded students under direct and mnemonic instruction. *American Journal of Mental Deficiency, 89*, 546-551.

Scruggs, T. E., Mastropieri, M. A., Levin, J. R., & Gaffney, J. S. (1985). Facilitating the acquisition of science facts in learning disabled students. *American Educational Research Journal, 22*, 575-586.

Scruggs, T. E., Mastropieri, M. A., Levin, J. R., McLoone, B. B., Gaffney, J. S., & Prater, M. (1985). Increasing content-area learning: A comparison of mnemonic and visual-spatial direct instruction. *Learning Disabilities Research, 1*, 18-31.

Scruggs, T. E., Mastropieri, M. A., Monson, J. A., & Jorgensen, C. (1985). Maximizing what gifted students can learn: Recent findings of learning strategy research. *Gifted Child Quarterly, 29*, 181-185.

Scruggs, T. E., Mastropieri, M. A., & Richter, L. L. (1985). Peer tutoring with behaviorally disordered students: Social and academic benefits. *Behavioral Disorders, 10*, 283-294.

Scruggs, T. E., Mastropieri, M. A., Tolfa, D., & Jenkins, V. (1985). Attitudes of behaviorally disordered students toward tests. *Perceptual and Motor Skills, 60*, 467-470.

Scruggs, T. E., & Richter, L. (1985). Tutoring learning disabled students: A critical review. *Learning Disability Quarterly, 8*, 286-298. Reprinted in *Learning Disability Quarterly*, 1988, *11*, 274-286.

Scruggs, T. E., & Tolfa, D. (1985). Improving the test-taking skills of learning-disabled students. *Perceptual and Motor Skills, 60*, 847-850.

Tolfa, D., Scruggs, T. E., & Bennion, K. (1985). Format changes in reading achievement tests: Implications for learning disabled students. *Psychology in the Schools, 22*, 387-391.

Tolfa, D., Scruggs, T. E., & Mastropieri, M. A. (1985). Attitudes of behaviorally disordered students toward tests: A replication. *Perceptual and Motor Skills*, *61*, 963-966.

**1984**

Lifson, S., Scruggs, T.E., & Bennion, K. (1984). Passage independence in reading achievement tests: A follow-up. *Perceptual and Motor Skills, 58*, 945-946.

Mastropieri, M. A., & Scruggs, T. E. (1984). Generalization: Five effective strategies. *Academic Therapy, 19*, 427-431.

Mastropieri, M. A., Scruggs, T.E., & Levin, J. R. (1984). Research in progress: Mnemonic strategies for handicapped and gifted learners. *Exceptional Children, 50*, 559.

Osguthorpe, R., Scruggs, T.E., & White, K. (1984). Research in progress: Handicapped children as tutors. *Exceptional Children, 50*, 466.

Scruggs, T. E., & Mastropieri, M. A. (1984). How gifted students learn: Implications from recent research. *Roeper Review, 6*, 183-185.

Scruggs, T. E. & Mastropieri, M. A. (1984). Improving memory for facts: The "keyword" method. *Academic Therapy, 20*, 159-166.

Scruggs, T. E., & Mastropieri, M. A. (1984). Issues in generalization: Implications for special education. *Psychology in the Schools, 21*, 397-403.

Scruggs, T. E. & Mastropieri, M. A. (1984). Reliability of performance on a whole-part perception task. *Perceptual and Motor Skills, 58*, 416-418.

Scruggs, T. E. & Mastropieri, M. A. (1984). Use content maps to increase children's comprehension and recall. *The Reading Teacher, 37*, 807.

Scruggs, T. E., Mastropieri, M. A., Monson, J. A., & Wade, J. P. (1984). Stability of whole vs. part perceptions of visual stimuli. *Perceptual and Motor Skills, 59*, 547-550.

**1983**

Levin, J. R., Dretzke, B. J., McCormick, C. B., Scruggs, T. E., McGivern, J. E., & Mastropieri, M. A. (1983). Learning via mnemonic pictures: Analysis of the presidential process. *Educational Communication and Technology Journal, 31*, 161-173.

Mastropieri, M. A., & Scruggs, T. E. (1983). Maps as schema for gifted learners. *Roeper Review, 6*, 107-111.

Mastropieri, M. A., Scruggs, T. E., & Levin, J. R. (1983). Pictorial mnemonic strategies for special education. *Journal of Special Education Technology, 6*, 24-33.

Scruggs, T. E., & Cohn, S. J. (1983). Learning characteristics of verbally gifted students. *Gifted Child Quarterly, 27*, 169-172.

Scruggs, T. E., & Cohn, S. J. (1983). A university-based summer program for a highly able but poorly achieving Indian child. *Gifted Child Quarterly, 27*, 90-93.

Scruggs. T. E., & Mastropieri, M. A., (1983). Intelligence and performance of learning disabled adolescents under three conditions. *Psychological Reports, 53*, 1117-1118.

Scruggs, T. E., & Mastropieri, M. A. (1983). Self-esteem differences by sex and ethnicity: Native American, handicapped Native American, and Anglo children. *Journal of Instructional Psychology, 10*, 177-179.

Scruggs, T. E., Mastropieri, M. A., & Argulewicz, E. N. (1983). Stability of performance on the PPVT-R for three ethnic groups attending a bilingual kindergarten. *Psychology in the Schools, 50*, 433-435.

**1981**

Scruggs, T. E., Prieto, A. G., & Zucker, S. H. (1981). Classroom hearing assessment: An operant training procedure for the non-verbal, autistic child. *Monographs in Behavior Disorders, 4*, 89-95.

**BOOK REVIEWS**

Mastropieri, M. A., & Scruggs, T. E. (1982). Review of *H & H "How to"* series by N. H. Azrin, V. A. Besales, R. B. Hall, & M. C. Hall. *Behavioral Disorders, 7*, 199-200.

Scruggs, T. E., & Mastropieri, M. A. (1987). Review of J. R. Whitmore's *Intellec­tual giftedness in disabled persons*. *Gifted Child Quarterly, 31*, 187-188.

Scruggs, T. E., & Brigham, F. J. (1989). Review of *Patterns of influence on gifted learners: The home, the self, and the school*, by J. L. VanTassel-Baska & P. Olszewski-Kubilius (Eds.). *Gifted Child Quarterly, 33*, 170.

**EQUIVALENT PUBLICATIONS**

Mastropieri, M.A., & Scruggs, T.E. (2012). Persuasive writing instruction: A field-based investigation. In D. Lucangeli (Ed.), *36th annual IARLD conference: International Academy for Research in Learning Disabilities* (pp. 187-181). Trento, Italy: Erickson.

Scruggs, T.E. (2012). Differential facilitation of learning outcomes: What it tells us about the nature and treatment of learning disabilities*.* In D. Lucangeli (Ed.), *36th annual IARLD conference: International Academy for Research in Learning Disabilities* (pp. 87-89). Trento, Italy: Erickson.

Mastropieri, M.A., & Scruggs, T.E. (2012). Mnemotechnics and learning. In N.M. Seel (Ed.), *Encyclopedia of the sciences of learning.* New York: Springer.

Mastropieri, M.A., & Scruggs, T.E. (2012). Report to the readership. *Exceptional Children, 79,* 127-128.

Scruggs, T.E., & Mastropieri, M.A.(2012). Mnemonic learning. In N.M. Seel (Ed.), *Encyclopedia of the sciences of learning.* New York: Springer.

Scruggs, T.E., & Mastropieri, M.A. (2012). Preview. *Exceptional Children, 79,* 6.

Scruggs, T.E., & Mastropieri, M.A. (2012). Preview. *Exceptional Children, 78,* 262.

Scruggs, T.E., & Mastropieri, M.A. (2012). Preview. *Exceptional Children, 78*,134*.*

Scruggs, T.E., & Mastropieri, M.A. (2011). Preview. *Exceptional Children, 78*, 6.

Mastropieri, M.A., & Scruggs, T.E. (2011). Report to the readership. *Exceptional Children, 78*, 126-128.

Scruggs, T., & Mastropieri, M. (2011). Preview. *Exceptional Children*, *77*, 390.

Scruggs, T., & Mastropieri, M. (2011). Preview. *Exceptional Children*, *77*, 262.

Scruggs, T., & Mastropieri, M. (2011). Preview. *Exceptional Children*, *77*, 134.

Scruggs, T., & Mastropieri, M. (2010). Preview. *Exceptional Children*, *77*, 5.

Berkeley, S., & Scruggs, T.E. (2010). *Current practice alerts: Vocabulary instruction* (Alert Issue 18)**.** Arlington, VA: Council for Exceptional Children, Division for Learning Disabilities.

Scruggs, T.E., & Mastropieri, M.A. (2008). Test wiseness. In E. Anderman & L.H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia.* Detroit: Macmillan Reference USA.

Scruggs, T.E., Mastropieri, M.A., & Berkeley, S. (2008). Peer tutoring. In E. Anderman & L.H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia.* Detroit: Macmillan Reference USA.

Scruggs, T.E. (2006). Recollections of Bede College. *Hild Bede Association Magazine.* College of St. Hild and St. Bede, University of Durham, UK, pp. 36-37.

Scruggs, T.E. (2005). Narrative of the life of David Crockett of the state of Tennessee*.* In J. Gabler-Hover & R.D. Sattelmeyer (Eds.), *American history through literature: 1820-1870* (pp. 773-777)*.* Detroit: Charles Scribner's Sons.

Scruggs, T.E. (2004). *Alternatives to RTI in the assessment of learning disabilities*. Lawrence, KS: National Research Center on Learning Disabilities. Retrieved September 7, 2004 from http://www.nrcld.org/html/symposium2003/scruggs/index.html

Scruggs, T.E. (2004). *Science education for students with disabilities: Good for students, good for science!* U.S. Department of Education, Research and Statistics (see Presentations). http://www.ed.gov/rschstat/research/progs/mathscience/scruggs.html?exp=2

Mastropieri, M.A., & Scruggs, T.E. (2004). Effective classroom instruction. In C. Spielberger (Ed.), *Encyclopedia of applied psychology* (pp. 687-691)*.* Oxford, UK: Elsevier.

Mastropieri, M.A., & Scruggs, T.E. (2003). Mnemonic instruction. In W.L. Heward, *Exceptional children: An introduction to special education* (7th ed., pp. 270-272). New York: Prentice Hall/Merrill.

Mastropieri, M.A., & Scruggs, T.E. (2002). *Mnemonic strategies*. Tutorial for the website for the Division for Learning Disabilities of the Council for Exceptional Children. http://www.teachingld.org

Mastropieri, M.A., & Scruggs, T.E. (2001). *Adapting curricular materials for the inclusive secondary classroom.* Workshop and accompanying materials, Arlington, VA: Council for Exceptional Children.

Mastropieri, M.A., & Scruggs, T.E. (2001). *Discrepancy models in learning disabilities: A response to Kavale.* Washington, DC: U.S. Department of Education, Office of Special Education Programs.

Mastropieri, M.A., & Scruggs, T.E. (2001). Science instruction for students with disabilities. *T/TAC Newsletter, 5*(4), 1-3. Fairfax, VA: Northwest Consortium, Training/Technical Assistance Centers, George Mason University.

Mastropieri, M.A., & Scruggs, T.E. (2000). Mnemonic instruction. In W.L. Heward, *Exceptional children: An introduction to special education* (6th ed.). New York: Prentice Hall/Merrill.

Scruggs, T.E., & Mastropieri, M.A. (2000). How to increase student motivation. *CEC Today, 7*(3), 12-13.

Mastropieri, M.A., & Scruggs, T.E. (1999). Imagine your way to better reading: Imagery for reading comprehension. *The disabled readers group newsletter: A special interest group of the International Reading Association, 2(1)*, 5-6.

Scruggs, T.E. (1998). Raisonnement scientifique des etudiants qui ont un retard mental: Recherche récente et continue. In F. Büchel, Y. Courbois, C. Cornoldi, J.-L. Paour, & U. Scharnhorst (Eds.), *Recherches et théories psychologiques sur le retard mental* (pp. 62-64). Aix-en-Provence, France: Laboratoire de Psychologie du Développement de l’Université de Provence & l’Association pour la Recherche et la Formation en Psychologie de l’Éducation et du Développement.

Mastropieri, M.A., & Scruggs, T.E. (1997). Editorial note. *Learning Disabilities Research & Practice, 12*, 1.

Mastropieri, M.A., & Scruggs, T.E. (1997). Editorial note. *Learning Disabilities Research & Practice, 12*, 79.

Mastropieri, M.A., & Scruggs, T.E. (1997). Editorial note. *Learning Disabilities Research & Practice, 12*, 145.

Mastropieri, M.A., & Scruggs, T.E. (1997). Editorial note. *Learning Disabilities Research & Practice, 12*, 197.

Scruggs, T.E. (1997). Alcune considerazioni importanti sull'insegnamento a classi integrate. In D. Ianes (ed.), *La qualità dell'integrazione scolastica: Dall'integrazione dell'alunno in situazione di handicap all'individualizzazione per tutti* (pp. 11-15). Trento, Italia: Erickson.

Mastropieri, M.A., & Scruggs, T.E. (1996). Editorial note. *Learning Disabilities Research & Practice, 11*, 1.

Mastropieri, M.A., & Scruggs, T.E. (1996). Editorial note. *Learning Disabilities Research & Practice, 11*, 67.

Mastropieri, M.A., & Scruggs, T.E. (1996). Editorial note. *Learning Disabilities Research & Practice, 11*, 133.

Mastropieri, M.A., & Scruggs, T.E. (1996). Editorial note. *Learning Disabilities Research & Practice, 11*, 205.

Mastropieri, M.A., & Scruggs, T.E. (1996). Mnemonic instruction. In W.L. Heward, *Exceptional children: An introduction to special education* (5th ed., pp. 226-228). New York: Prentice Hall/Merrill.

Scruggs, T.E. (1996). Recent classroom applications of strategies to facilitate memory of students with learning difficulties. In M. Conway, C. Cornoldi, & S. Gathercole (Eds.), *Abstracts of the International Conference on Memory* (pp. 145-146). University of Padua, Italy.

Mastropieri, M.A., & Scruggs, T.E. (1995). Editorial note. *Learning Disabilities Research & Practice, 10*, 1.

Mastropieri, M.A., & Scruggs, T.E. (1995). Editorial note. *Learning Disabilities Research & Practice, 10*, 71

Mastropieri, M.A., & Scruggs, T.E. (1995). Editorial note. *Learning Disabilities Research & Practice, 10*, 139.

Mastropieri, M.A., & Scruggs, T. E. (1995). A 10-year retrospective of an excellent journal. *Learning Disabilities Research & Practice*, *10*, 197.

Mastropieri, M.A., & Scruggs, T.E. (1994). Editorial note. *Learning Disabilities Research & Practice, 9*, 1.

Mastropieri, M.A., & Scruggs, T.E. (1994). Editorial note. *Learning Disabilities Research & Practice, 9*, 61.

Mastropieri, M.A., & Scruggs, T.E. (1994). Editorial note. *Learning Disabilities Research & Practice, 9*, 129.

Mastropieri, M.A., & Scruggs, T.E. (1994). Editorial note. *Learning Disabilities Research & Practice, 9*, 189.

Kavale, K. A., Mastropieri, M. A., & Scruggs, T. E. (1992). Editorial notes. *Learning Disabilities Research & Practice, 7*, 57-58.

Mastropieri, M.A., & Scruggs, T.E. (1992). Wanted: Manuscripts for *Learning Disabilities Research & Practice*. *Learning Disabilities Research & Practice, 7*, 119.

Mastropieri, M.A., & Scruggs, T.E. (1992). From the editors. *Learning Disabilities Research & Practice, 7*, 183.

Scruggs, T. E., & Mastropieri, M. A. (1987). Acalculia. In C. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and adults* (Vol. 1, p. 25). New York: Wiley.

Scruggs, T. E., & Mastropieri, M. A. (1987). Agraphia. In C. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and adults* (Vol. 1, pp. 62-63). New York: Wiley.

Scruggs, T. E., & Mastropieri, M. A. (1987). High interest-low vocabulary reading. In C. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and adults* (Vol. II, p. 781). New York: Wiley.

Scruggs, T. E., & Mastropieri, M. A. (1987). Keyword method. In C. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and adults* (Vol. II, pp. 894-895). New York: Wiley.

Scruggs, T. E., & Mastropieri, M. A. (1987). Reversals in reading and writing. In C. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and adults* (Vol. III, pp. 1357-1358). New York: Wiley.

Meyerson, L., & Scruggs, T. E. (1980). Attitudes and disabled people: A supplementary view. In *Attitudes and disabled people: Issues for discussion*. Monograph No. 5, International Exchange of Information in Rehabilitation, Washington, DC: World Rehabilitation Fund.

**INTERVIEWS**

[Scruggs, T.E.] Interviewed by Nancy Walser (2006), for “Response to intervention: A new approach to reading instruction aims to catch struggling readers early,” for *Harvard Education Letter*, September/October, 2006, http://www.edletter.org/past/issues/2006-so/abstracts.shtml#resilience

[Scruggs, T.E.] Interviewed by Cara Bafile (2005) for “’You must remember this’… Teaching with mnemonics,” for *Education World.* http://www.educationworld.com /a\_curr/profdev/profdev117.shtml

**ERIC DOCUMENTS**

**1986**

Scruggs, T. E. (1986). *The administration and interpretation of standardized achievement tests with learning disabled and behaviorally disordered elementary school children. Year 3 Final Report*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. 311 652)

**1985**

Mastropieri, M. A., & Scruggs, T. E. (1985). Future applications of mnemonics with learning disabled students. In M. A. Mastropieri (Ed.), *Increasing learning and memory skills of learning disabled students*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. 257 278)

Osguthorpe, R. T., Eiserman, W., Top, B., & Scruggs, T. E. (1985). *Handicapped children as tutors: Final Report (1984-1985)*. Provo, Utah: Department of Educational Psychology, Brigham Young University. (ERIC Document Reproduction Service No. 267 545)

Scruggs, T. E. (1985). *The administration and interpretation of standardized achievement tests with learning disabled and behaviorally disordered elementary school children. Year 2 Final Report*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. 260 560)

Scruggs, T. E., & Jenkins, V. (1985). *Improving the test-taking skills of learning disabled students*. Logan UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. 172 049)

Scruggs, T. E., Mastropieri, M. A., Levin, J. R., McLoone, B. B., Gaffney, J. S., & Prater, M. A. (1985). *Increasing content area learning: A comparison of mnemonic and visual-spatial direct instruction*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. 254 998)

Scruggs, T. E., & Osguthorpe, R. T. (1985). *Tutoring interventions within special education settings: A comparison of cross-age and peer tutoring*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. ED 258 419)

Scruggs, T. E., & Williams, N. J. (1985). *Teaching test-taking skills to learning disabled and behaviorally disordered children. SUPER SCORE: Test taking manuals and workbooks*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. ED 256 083)

Veit, D. T., Scruggs, T. E., & Mastropieri, M. A. *Extended mnemonic instruction with learning disabled students*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. ED 256 083)

**1984**

Mastropieri, M. A., & Scruggs, T. E. (1984). *Memory strategies for learning disabled students*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. ED 246 620)

Osguthorpe, R. T., Eiserman, W., Shisher, L., Top, B., & Scruggs, T. E. (1984). *Handicapped children as tutors: 1983-1984 Final Report*. Provo, UT: Brigham Young University, David O. McKay Institute of Education.

Scruggs, T. E. (1984). *Administration and interpretation of standar­dized achievement tests with learning disabled and behaviorally disordered elementary school children: Final Report*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. ED 256 082)

Scruggs, T. E., Bennion, K., & Lifson, S. A. (1984). *Spontaneously employed test-taking strategies of high and low comprehending elementary school children*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. 247 259)

Scruggs, T. E., & Lifson, S. (1984). *Are LD students 'test-wise?': An inquiry into reading comprehension test items*. Logan, UT: Utah State University, Developmental Center for Handicapped Persons. (ERIC Document Reproduction Service No. ED 261 083)

Scruggs, T. E., & Mastropieri, M. A. (1984). *Learning characteristics of gifted youths: Precocious strategy use*. Tempe, AZ: Arizona State University, Department of Special Education, Project for the Study of Academic Precocity. (ERIC Document Reproduction Services No. ED 249 690)

**1982**

Mastropieri, M. A., & Scruggs, T. E. (1982). *Maps as schema for gifted learners*. Tempe, AZ: Arizona State University, Department of Special Education, Project for the study of Academic Precocity. (ERIC Document Reproduction Service No. ED 229 903)

Scruggs, T. E., Mastropieri, M. A., & Cohn, S. J. (1982). *Identification, assessment and educational programming for a gifted, but poorly achieving Indian Child*. Tempe, AZ: Arizona State University, Department of Special Education, Project for the Study of Academic Precocity. (ERIC Document Reproduction Service No. ED 234 574)

**1981**

Johnson, M., & Scruggs, T. E. (1981). *All our children: Handicapped and normal*. Tempe, AZ: Arizona State University, Department of Special Education. (ERIC Document Reproduction Service No. ED 217 614)

 **INSTRUCTIONAL MATERIALS**

Mastropieri, M.A., Scruggs, T.E., & Simpkins, P. (2004). *Instructor’s manual to accompany The Inclusive Classroom: Strategies for Effective Instruction*. Columbus, OH: Prentice Hall/Merrill.

Mastropieri, M.A., Scruggs, T.E. (2003). *Companion Web Site to accompany The Inclusive Classroom: Strategies for Effective Instruction* (2nd ed.). Columbus, OH: Prentice Hall/Merrill. (http://www.prenhall/mastropieri)

Mastropieri, M.A., & Scruggs, T.E. (2003). *Overhead transparencies for The Inclusive Classroom: Strategies for Effective Instruction* (2nd ed.). Columbus, OH: Prentice Hall.

Mastropieri, M.A., Scruggs, T.E. (2002). *Instructor’s manual for Effective Instruction for Special Education* (3rd ed.). On CD-ROM. Columbus, OH: Prentice Hall.

Mastropieri, M.A., & Scruggs, T.E. (2002). *Instructor's manual to accompany Effective Instruction for Special Education* (3rd ed.).CD-ROM.Austin, TX: Pro-Ed.

Mastropieri, M.A., Scruggs, T.E., & Boon, R. (2000). *Instructor’s manual to accompany The inclusive classroom: Strategies for effective instruction*. Columbus, OH: Prentice Hall/Merrill.

Mastropieri, M.A., Scruggs, T.E., & Boon, R. (2000). *Companion Web Site to accompany The inclusive classroom: Strategies for effective instruction*. Columbus, OH: Prentice Hall/Merrill. (http://www.prenhall/mastropieri)

Carros, D., Mastropieri, M.A., Montgomery-Grymes, D., Hibbert, V., & Scruggs, T.E. (1994). *Instructor's manual to accompany Effective Instruction for Special Education* (2nd ed.). Austin, TX: Pro-Ed.

Scruggs, T.E. (1992). *Developing effective instructional plans for science*. Commercial videotape. Raleigh, NC: National Training Network.

**PRESENTATIONS**

**2013**

Scruggs, T.E. (2013, June). *Content enhancements for differentiated instruction: Evidence for differential facilitation of learning outcomes.* Keynote speech presented at the 2013 Conference on Differentiated Instruction. Center for Educational Research and Evaluation, and National Taiwan Normal University, Taipei, Taiwan.

Scruggs, T.E. (2013, June). *Differentiated instruction: Principles and best practices.* Paper presented at the 2013 Conference on Differentiated Instruction. Center for Educational Research and Evaluation, and National Taiwan Normal University, Taipei, Taiwan.

Hauth, C., Mastropieri, M.A., Scruggs, T.E., & Regan, K. (April, 2013). *Teaching middle school*

*students with EBD to plan and write.* Paper presented at the annual meeting of the

Council for Exceptional Children. San Antonio.

Mastropieri, M.A. & Scruggs, T.E. (2013, April). *Writing for Publication: How do I get*

 *Published in CEC’s Exceptional Children and Other Journals?* Paper presented at the CEC- Division of Research Beginning Career Workshop for New Faculty at the annual meeting of the Council for Exceptional Children. San Antonio.

Mastropieri, M. A., Scruggs, T.E., Guckert, M., & Regan, K. (April, 2013). *What have we*

 *Learned about teaching students with emotional and behavioral disabilities to express*

 *their opinions?* Paper presented at the annual meeting of the Council for Exceptional Children. San Antonio.

Scruggs, T.E., & Mastropieri, M.A. (2013, April). *Common core standards for science*. Paper

presented at the annual meeting of the Council for Exceptional Children. San Antonio.

Scruggs, T.E., Mastropieri, M.A., & Brady, K. (2013, April). *How to publish in Exceptional*

*Children*. Paper presented at the annual meeting of the Council for Exceptional Children.

San Antonio.

**2012**

Scruggs, T.E. (2012, June). *Differential facilitation of learning outcomes: What it tells us about the nature and treatment of learning disabilities.* William Cruickshank Memorial Lecture presented at the annual meeting of the International Academy for Research in Learning Disabilities, Bo Palace, University of Padua, Italy.

Fuchs, L., Compton, D., Fuchs, D., Mastropieri, M.A., Scruggs, T.E., Speece, D., & Vaughn, S. (2012, April). *Smart response to intervention: A next-generation approach to multi-level prevention.* Paper presented at the annual meeting of the Council for Exceptional Children, Denver.

Mastropieri, M.A., Bronaugh, D., Cerar, N., Guckert, M., Hauth, C., Leins, P., Mills, S., Scruggs, T.E., & Thompson, C. (2012, April). *Teaching middle students with emotional and behavioral disabilities to express their opinions.* Paper presented at the annual meeting of the Council for Exceptional Children, Denver.

Mastropieri, M.A., Bronaugh, D., Cerar, N., Guckert, M., Hauth, C., Leins, P., Mills, S., Scruggs, T.E., & Thompson, C. (2012, April). *What are effective teacher behaviors for students with emotional and behavioral disorders?* Paper presented at the annual meeting of the Council for Exceptional Children, Denver.

Mastropieri, M.A., Scruggs, T.E., & Brady, K. (2012, April). *How to write for Exceptional Children.* Paper presented at the annual meeting of the Council for Exceptional Children, Denver.

Mastropieri, M.A., & Scruggs, T.E. (2012, April). Strand leaders for Strand L. *Teaming for success: Collaboration and co-teaching.* Strand presented at the annual meeting of the Council for Exceptional Children, Denver.

Mastropieri, M.A., & Scruggs, T.E. (2012, April). *Teaming for success: An overview of the strand on co-teaching and collaboration.* Paper presented at the annual meeting of the Council for Exceptional Children, Denver.

**2011**

Mastropieri, M.A., Bronaugh, D., Cuenca, Y., Guckert, M., Hauth, C., Cerar, N., Leins, P., & Scruggs, T.E. (2011, April). *Showcase: Writing instruction for diverse middle school learners with emotional and behavioral disabilities.* Paper presented at the annual meeting of the Council for Exceptional Children, Washington, DC.

Mastropieri, M.A., Bronough, D., Guckert, M., Cerar, N., Leins, P., Marshak, L., Mills, S., Scruggs, T.E., & Thompson, C. (2011, April). *Promoting academic task engagement in students with emotional disabilities: effective teacher-student interactions*

Mastropieri, M.A., & Scruggs, T.E. (2011). Publishing in *Exceptional Children*. Paper presented at the annual meeting of the Council for Exceptional Children, Washington, DC.

Scruggs, T.E., Leins, P., & Mastropieri, M.A. (2011, April). *Teacher attitudes towards inclusion: A synthesis of survey, comparative, and qualitative research, 1958 – 2010*. Paper presented at the annual meeting of the Council for Exceptional Children, Washington, DC.

Scruggs, T.E., Mastropieri, M.A., Marshak, L., & Mills, S. (2011, April). *How to differentiate without differentiating: Learning in inclusive science and social studies classes.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

**2010**

Mastropieri, M.A., Scruggs, T.E., Mills, S. Irby, N, Cuenca-Sanchez, Y., Thompson, C, Guckert, M., & Regan, K.  (2010, February). *Persuading students with emotional disabilities to write fluently*.  Paper presented at the George Mason University College of Education and Human Development, Fairfax.

Mastropieri, M.A., Irby, N., Cuenca-Sanchez, Y., Guckert, M., Hauth, C., Leins, P., Mills, S., Creighton, C. (2010, April). *Academic instruction: Implications for teaching with students with emotional and behavioral disabilities*. Paper to be presented at annual meeting of the Council for Exceptional Children Conference, Nashville.

Mastropieri, M.A., Scruggs, T.E., Mills, S., Irby, N., Cuenca-Sanchez, Y., Bronaugh, D., Creighton, C., & Guckert, M. (2010, April). *Persuading diverse middle school learners with emotional and behavioral disabilities to write essays fluently*. Paper to be presented at annual meeting of the Council for Exceptional Children Conference, Nashville.

Mastropieri, M.A., Scruggs, T.E., Mills, S. Irby, N, Cuenca-Sanchez, Y., Thompson, C, Guckert, M., & Regan, K.  (2010, May*). Persuading students with emotional disabilities to write fluently*.  Paper to be presented at the annual meeting of the American Educational Research Association, Denver.

Scruggs, T.E., Gerber, M., Kealy, M., Mastropieri, M.A., & O’Connor, R. (2010, April). *Town Hall Meeting: The future of inclusion: Will practice be shaped by evidence or ideology?* Paper presented at annual meeting of the Council for Exceptional Children Conference, Nashville.

Scruggs, T.E., & Mastropieri, M.A. (2010, April). *Evidence-based practice in secondary content area learning: Implications from research synthesis*. Paper presented at annual meeting of the Council for Exceptional Children Conference, Nashville.

Scruggs, T.E., & Mastropieri, M.A. (January, 2010).  *The effects of peer-mediated instruction on secondary social studies learning: A randomized field trial*. Paper presented at the annual meeting of the International Academy for Research in Learning Disabilities, Miami, FL.

Scruggs, T.E., & Leins, P. (2010, April). *Do general education teachers support inclusion: Results of a research synthesis*. Paper presented at annual meeting of the Council for Exceptional Children Conference, Nashville.

**2009**

Dieker, L.**,** Wienke, W., Mastropieri, M., & Scruggs, T.(July 2009). *Critical doctoral experiences: Making training pop.* Paper presented at the Office of Special Education Programs (USDOE) Projects Director’s Conference, Washington, DC.

Marshak, L., Mastropieri, M.A., & Scruggs, T.E. (April, 2009). *Peer tutoring with strategic mnemonic instruction in inclusive history classes: Effects for middle school students with and without disabilities.*  Paper presented at the annual meeting of the American Educational Research Association Convention, San Diego.

Mastropieri, M.A., Scruggs, T.E., Cuenca-Sanchez, Y., Irby, N., & Mills, S.B. (2009, February). *Persuading students with emotional disabilities to write: Findings from a design experiment.*  Paper presented at the George Mason University College of Education and Human Development, Fairfax, VA.

Mastropieri, M.A., Cuenca-Sanchez, Y., Irby, N., Mills, S., Cuenca-Sanchez, Y., Bronaugh, D., Creighton, C., Guckert, M., Regan, K., Scruggs, T.E., Jakulski, J., Abdulalim, L., Mason, L., & Kubina, R. (2009, April). *Lessons learned from conducting research in alternative settings.* Paper presented at the annual meeting of the Council for Exceptional Children, Seattle.

Mastropieri, M.A., Cuenca-Sanchez, Y., Irby, N., & Mills, S.B, Scruggs, T.E., Mason, L., & Kubina, R. (April, 2009). *Persuading students with emotional disabilities to write: Findings from a design experiment.*  Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Scruggs, T.E., Mastropieri, M.A., Marshak, L., & Mills, S. (2009, April). *How to differentiate without differentiating: Curriculum enhancements in inclusive content area classrooms.* Paper presented at annual meeting of the Council for Exceptional Children, Seattle.

Scruggs, T.E., Mastropieri, M.A., & Marshak, L. (2009, February). *Effects of peer-mediated instruction in inclusive secondary social study classes: A randomized field trial.* Paper presented at the George Mason University College of Education and Human Development, Fairfax.

**2008**

Mastropieri, M.A., & Scruggs, T.E. (2008, October). *Maximizing learning for students with learning disabilities.* Paper presented at the annual meeting of the Division for Learning Disabilities, Philadelphia.

Scruggs, T.E. (2008, November). *Teaching roles and responsibilities in today’s schools: Strategies and settings.* Keynote address presented at the annual meeting of Learning Disabilities Worldwide, Burlington, MA.

Berkeley, S.L., Marshak, L., Mastropieri, M.A., & Scruggs, T.E. (2008, April). *Improving student comprehension of social studies text: A self-questioning strategy for inclusive middle school classes*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Berkeley, S.L., Mastropieri, M.A., & Scruggs, T.E. (2008, April). *Reading comprehension strategy instruction and attribution retraining for secondary students with disabilities.* Paper presented at the annual meeting of the American Educational Research Association, New York.

Mastropieri, M.A., Scruggs, T.E., **Cuencas-Sanchez, Y., & Marshak, L. (2008, April).** Evidenced-based instructional strategies for maximizing learning. Workshop presented at the annual meeting of the Council for Exceptional Children, Boston.

Mastropieri, M.A., Scruggs, T.E., & Berkeley, S.L. (2008, April). *What do we really know about content area instruction?* Paper presented at the annual meeting of the Council for Exceptional Children, Boston.

Scruggs, T.E., Mastropieri, M.A., **Cuencas-Sanchez, Y., Irby, N., Marshak, L., & Mills, S.** *Can teachers really differentiate instruction? Examples from recent research.* (2008, April). Paper presented at the annual meeting of the Council for Exceptional Children, Boston.

**2007**

Berkeley, S.L., Scruggs, T.E., & Mastropieri, M.A. (2007, April). *Research in reading comprehension: Practical implications from meta-analyses.* Paper presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.

Berkeley, S.L., Scruggs, T.E., & Mastropieri, M.A. (2007, April). *An updated synthesis of intervention research on reading comprehension for students with learning disabilities (1995-2005)*. Paper presented at the annual meeting of the American Education Research Association, Chicago.

Mastropieri, M.A., & Scruggs, T.E. (2007, November). *Improving student performance in reading, memory, motivation, and content areas: Results of recent research.* Paper presented at the annual meeting of the Division for Learning Disabilities Bridging the Gap Between Research and Practice Conference, San Antonio.

Mastropieri, M.A., Scruggs, T.E., Berkeley, S., & Graetz, J. (2007, April). *The effectiveness of special education for secondary content area learning: A meta-analysis.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Mastropieri, M.A., Scruggs, T.E., & Ciccerelli, D. (2007, April). *Overcoming a significant challenge: Motivating students to learn!* Paper presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.

McDuffie, M.A., Mastropieri, M.A., & Scruggs, T.E. (2007, April). *Differential effects of co-teaching and peer-mediated instruction: Results for content learning and student-teacher interactions* Paper presented at the annual meeting of the American Education Research Association, Chicago.

Scruggs, T.E. (2007, April). *How do co-teachers differentiate instruction? Findings from
qualitative research.* Paper presented at the 22nd annual Learning Differences Conference, Harvard University, Cambridge, MA.

Scruggs, T.E. (2007, April). *Insegnamento di scienze e storia in classi con integrazione scolastica: Didattica differenziale e cooperative* [Differentiated instruction with peer mediation in inclusive science and social studies classes]. Paper presented at the annual meeting of the Associazione per il Coordinamento Nazionale degle Insegnanti Specializzati (CNIS) and the Associazione Italiana per la Ricerca e per l’Intervento nella Psicopatologia dell’Apprendimento (AIRIPA), Università di Catania e Università di Enna Kore, Enna, Italy.

Scruggs, T.E., Mastropieri, M.A., & McDuffie, K. (2007, April). *Teaching in inclusive classrooms: A meta-synthesis of qualitative research.* Paper presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.

**2006**

Glago, K., Mastropieri, M.A., & Scruggs, T.E., (2006, April). *The effect of problem solving self-determination instruction on elementary students with learning disabilities and emotional disabilities.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Marshak, L., Mastropieri, M.A., & Scruggs, T.E. (2006, October). *Peer tutoring to improve content knowledge in an inclusive classroom.* Paper presented at the 42nd annual meeting of the Virginia Social Studies Educators, Richmond.

Mastropieri, M.A., Berkeley, S., Bowdey, R., Conners, N., Diamond, C.,Graff, H., Marshak, L., McDuffie, K., Simpkins, P., Fulcher, A., & Scruggs, TE , (2006, April). *What does the field of special education publish? A seventeen year analysis.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Mastropieri, M.A., McDuffie, K., Berkeley, S., Graff, H., Marshak, L., Conners, N., Diamond, C., Simpkins, P., Fulcher, A., Bowdey, R., & Fulcher, A. (2006, April). *What has been published: A seventeen year analysis of 10 journals.* Paper presented at the annual Council for Exceptional Children Conference, Salt Lake City.

Mastropieri, M.A., Scruggs, T.E., Norland, J., & Berkeley, S. (2006, April). *Differentiated curriculum enhancements in inclusive middle school science: Effects on classroom and high stakes tests.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Mastropieri, M.A., Scruggs, T.E., Marshak, L., & Berkeley, S. (2006, April). *Teachers talk to teachers: Implementing research based practices in inclusive middle school science and social studies classes.* Paper presented at the annual Council for Exceptional Children Conference, Salt Lake City.

Mastropieri, M.A., Scruggs, T.E., Marshak, L., McDuffie, K., & Conners, N. (2006, April). *Peer tutoring in inclusive history classes: Effects for middle school students with mild disabilities.* Paper presented at the annual meeting of the American Educational Research Association. San Francisco.

Regan, K.S., Mastropieri, M.A., & Scruggs, T.E. (2006, April). *Promoting expressive writing among students with EBD via the dialogue journal.* Paper presented at the annual meeting of the American Educational Research Association. San Francisco.

Scruggs, T.E. (2006, March*). Insegnamento di scienze e storia in classi con integrazione scolastica: Didattica differenziale e cooperativa* [Differentiated instruction with peer mediation in inclusive science and social studies classes]. Paper presented at the annual meeting of the Associazione per il Coordinamento Nazionale Insegnanti Specializzati (CNIS), Modena, Italy. [presented by R. Vianello]

Scruggs, T.E., Mastropieri, M.A., & Graetz, J. (2006, April). *Differentiated curriculum enhancement: Results of recent randomized field trials.* Paper presented at the annual meeting of the Council for Exceptional Children Conference, Salt Lake City.

**2005**

Graetz, J.S., Mastropieri, M.A., & Scruggs, T.E. (2005, April).  [*Promoting social behaviors for adolescents with autism using social stories*](http://convention2.allacademic.com/index.php?click_key=1&cmd=Search+Load+Publication&publication_id=7369&PHPSESSID=620036b68b88ac6eb190bfdad9dea8c1). Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Mastropieri, M.A. & Scruggs, T.E. (2005, March). *Strategies for improving achievement in inclusive secondary science and social studies classes: Results of previous and ongoing research*. Paper presented at the Pervasive Developmental and Learning Disabilities Conference, Miami.

Scruggs, T.E. (2005, October). *Instructional methods for enhancing content area learning in middle school and high school students*. Invited presentation at the Lab School of Washington Scientific Conference, Washington, DC.

Scruggs, T.E. , & Mastropieri, M.A. (2005, March). *Mnemonic strategy instruction for students with learning disabilities: Lessons learned from 20 years of experimental research.*. Paper presented at the Pervasive Developmental and Learning Disabilities Conference, Miami.

Scruggs, T.E., & Mastropieri, M.A. (2005, April). *Conducting intervention research in secondary classrooms: Problems and practical solutions*. Paper presented at the annual meeting of the Council for Exceptional Children, Baltimore.

Mastropieri, M.A., Scruggs, T.E., Simpkins, P., Berkeley, S., Conners, N., McDuffie, K., Norland, J., Halloran, B., & Marshak, L. (2005, April). *Making science fun for everyone! Strategies for enhancing success of students with disabilities*. Preconvention workshop presented at annual meeting of the Council for Exceptional Children, Baltimore.

Mastropieri, M.A., Scruggs, T.E., Graetz, J.S. & Conners, N. (2005, April). *Increasing learning in inclusive middle and secondary schools: Strategies for success*. Paper presented at annual meeting of the Council for Exceptional Children, Baltimore.

**2004**

Mastropieri, M.A., & Scruggs, T.E. (2004, July). *Conducting evidence based research in educational settings.* Paper presented at the annual U.S. Department of Education Project Directors Meeting, Washington, DC.

Mastropieri, M.A., & Scruggs, T.E. (2004, July). *Promoting success in content area classes.* Paper presented at the annual U.S. Department of Education Project Directors Meeting, Washington, DC.

Mastropieri, M.A., & Scruggs, T.E. (2004, April). *Special education in science: The relative benefits* o*f constructed vs. instructed learning.* Part of invited session: *Celebrating over fifty years of special education research: The impact of special education research on teaching and learning.* Paper presented at the annual meeting of the Council for Exceptional Children, New Orleans.

Scruggs, T.E. (2004, March). *Science for students with disabilities: Good for students, good for science!* Paper presented at the Secretary's Summit on Science, U.S. Department of Education, Washington, DC.

Scruggs, T.E. & Mastropieri, M.A. (2004, April). *Best practices in math and science.* Strand Leaders. Strand presented at the annual meeting of the Council for Exceptional Children Conference, New Orleans.

Scruggs, T.E., Mastropieri, M.A., Norland, J., Simpkins, P., & Graetz

, J. (2004, April). *Science for students with disabilities: Adapting activities-based approaches to learning.* Paper presented at the annual meeting of the Council for Exceptional Children, New Orleans.

Scruggs, T.E., Mastropieri, M.A., & Simpkins, P. (2004, April). *Science for students with disabilities: Adapting text-based approaches to learning.* Paper presented at the annual meeting of the Council for Exceptional Children, New Orleans.

**2003**

Scruggs, T.E. (2003, December). *Alternatives to RTI in the assessment of learning disabilities.* Paper presented at the meeting of the National Research Center for Learning Disabilities Symposium, Kansas City.

Scruggs, T.E., Mastropieri, M.A., Graetz, J.E., & Agosta, E. (2003, November). *Recent research in improving social behavior of students with autism with social stories: Effects for older and younger students.* Paper presented at the annual meeting of Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Mastropieri, M.A., & Scruggs, T.E. (2003, November). *Enhancing success in content area instruction.* Paper presented at the Bridging the Gap Between Research and Practice: A Conference for Teachers of Students with Learning Disabilities, Division for Learning Disabilities, Nashville.

Nougaret, A., & Scruggs, T.E. (2003, April). *The impact of licensure status on the*

*pedagogical competence of first year special education teachers.* Paper presented at the annual meeting of the Council for Exceptional Children, Seattle.

Mastropieri, M. A. & Scruggs, T.E. (2003, April). *Content area learning for middle and high school students with learning disabilities.* Paper presented at the annual meeting of the Council for Exceptional Children, Seattle.

Scruggs, T.E., Mastropieri, M.A., & Graetz, J.E. (2003, April). *Effects of classwide peer tutoring on learning in inclusive high school chemistry classes.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

**2002**

Mastropieri, M. A. & Scruggs, T.E. (2002, September). *Content area learning.* Paper presented at the annual meeting of the Division for Learning Disabilities, Council for Exceptional Children, Pittsburgh.

Mastropieri, M.A., & Scruggs, T.E. (2002, April). *Overcoming special education's greatest challenge: Motivating students to learn!*. Paper presented at the annual meeting of the Council for Exceptional Children, New York.

Mastropieri, M.A., & Scruggs, T.E (2002, July). *Preparation of researchers: Getting a research career up and going.* Paper presented at the U. S. Department of Education, Office of Special Education Programs, Project Directors' Meeting, Washington, DC.

Mastropieri, M.A., Scruggs, T.E., Graetz, J., Fontana, J., Cole, V., & Gersen, A. (2002, July). *Teacher-researcher partnerships to promote success in inclusive high school science and social studies classes.* Paper presented at the U. S. Department of Education, Office of Special Education Programs, Project Directors' Meeting, Washington, DC.

Spencer, V., Scruggs, T.E., & Mastropieri, M.A. (2002, November). *Tutoring interventions for students with E/BD: Effects on learning and behavior*. Paper presented at the annual meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

**2001**

 Mastropieri, M.A., Boon, R., Spencer, V., Scruggs, T.E., Miller, M., Fontana, J., & Magana, M.

(2001, April). *Qualitative and quantitative outcomes of peer tutoring in world history for high school students with mild disabilities.* Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Mastropieri, M.A., & Scruggs, T.E. (2001, April). *Motivation in special education.* Paper

 presented at the annual meeting of the Council for Exceptional Children, Kansas City.

 Mastropieri, M.A., & Scruggs, T.E. (2001, March). *Scaffolding for success in inclusive settings*.

Keynote Address presented at the annual meeting of the Virginia Council for Learning Disabilities, Roanoke.

Scruggs, T.E. (2001, June). *Academic self-perceptions and strategy use: What have we learned?* Paper presented at the annual meeting of the International Academy for Research in Learning Disabilities, Antwerp, Belgium.

**2000**

 Mastropieri, M.A., & Scruggs, T.E. (2000, March). *Helping students show what they know: Teaching test-taking skills*. Paper presented at the T/TAC Conference, George Mason University, Fairfax.

Mastropieri, M.A., Scruggs, T.E., & Spencer. (2000, April). *Creating exciting classrooms: 50 ways to increase motivation and improve attitudes*. Paper presented at the annual meeting of the Council for Exceptional Children Conference, Vancouver, Canada.

Mastropieri, M.A., Scruggs, T.E., Mohler, L., Beranek, M., Spencer, V., & Talbott, E. (2000, April). *Qualitative and quantitative outcomes of peer tutoring in reading comprehension for students with mild disabilities*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Scruggs, T.E., Mastropieri, M.A., Boon, R.T., & Butcher, K. (2000, April). *Correlates of constructivist learning in science for students with mild disabilities*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

**1999**

Scruggs, T.E. (1999, February).*Correlates of inquiry learning in science: Density and buoyancy*.Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

Scruggs, T.E. (1999, October). [Session discussant]. Paper presented at the annual meeting of the International Association for Research in Learning Disabilities, Williamsburg, VA.

Mastropieri, M.A., Scruggs, T.E., Boon, R., & Leinart, A. (1999, April). *Solving the toughest teaching challenges: Improving motivation and reading*. Paper presented at the annual meeting of the Council for Exceptional Children Conference, Charlotte, NC.

Mastropieri, M.A., & Scruggs, T.E. (1999, April). *Adapting content area instruction for middle* *and secondary students: Effective memory strategies*. Preconvention workshop presented at the annual meeting of the Council for Exceptional Children Conference, Charlotte, NC.

**1998**

Fuchs, D., & Scruggs, T.E. (1998, February). *Research programs that bridge the research-to-practice gap*. Paper presented at the Pacific Coast Research Conference, La Jolla, CA.

Meltzer, L., Mastropieri, M.A., Scruggs, T.E., & Hughes, C. (1998, November). *Test-taking strategies: Helping students to show what they know*. Roundtable discussion presented at the Fourteenth Annual Learning Disorders Conference, Harvard Graduate School of Education, Cambridge, MA.

Meltzer, L., Zigmond, N., Wiggins, G., Mastropieri, M.A., & Scruggs, T.E. (1998, November). *Creating success when putting students to the test: New approaches to assessment and instruction*. Panel presentation, Fourteenth Annual Learning Disorders Conference, Harvard Graduate School of Education, Cambridge, MA.

Scruggs, T.E. (1998, November). *Test strategies that work: Teaching diverse learners to meet the new realities of the 21st century*. Paper presented at the Fourteenth Annual Learning Disorders Conference, Harvard Graduate School of Education, Cambridge, MA.

Scruggs, T.E. (1998, May). *Scientific reasoning of students with mental retardation: Recent and ongoing research*. Paper presented at the Second European Conference on Psychological Theory and Research on Mental Retardation, Aix-en-Provence, France.

Scruggs, T.E., & Mastropieri, M.A. (1998, April). *How to improve motivation: Best practices from research*. Paper presented at the annual meeting of the Council for Exceptional Children, Minneapolis.

 **1997**

Mastropieri, M.A., Scruggs, T.E., & Chung, S. (1997, April). *Qualitative and quantitative outcomes associated with inclusive science teaching*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Scruggs, T.E. (1997, April). *Initial laboratory research on mnemonic strategy use with students with learning disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children, Salt Lake City.

Scruggs, T.E. (1997, November). *Bisogni educative speciali e differenze individuali: Attenzione e memoria* [Special educational needs and individual differences: Attention and memory]. Paper presented at the Convegno Internazionale: La Qualità dell'Integrazione Scolastica, Riva del Garda, Italy.

Scruggs, T.E. (1997, November). *L'insegnamento agli alunni con difficoltà nel contesto dell'integrazione: I nodi fondamentali e gli atteggiamenti*. [Teaching students with special needs in inclusive settings: Fundamental ideas and attitudes].Paper presented at the Keynote Session of the Convegno Internazionale: La Qualità dell'Integrazione Scolastica, Riva del Garda, Italy.

Scruggs, T.E., Mastropieri, M.A., & Butcher, K. (1997, April). *How effective is discovery/inquiry learning for students with learning disabilities and mental retardation? Implications for inclusive instruction*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

 **1996**

Mastropieri, M.A., & Scruggs, T.E. (1996 February). *Quantitative synthesis of survey research: Application to the teacher attitude literature*. Paper presented at the Pacific Coast Conference in Special Education, La Jolla, CA.

Scruggs, T.E. (1996, May). *Enhancing learning with mnemonic strategies*. Keynote address presented at the annual meeting of the Illinois Division for Learning Disabilities, Rosary College, Chicago.

Scruggs, T.E. (1996, July). *Recent classroom applications of strategies to facilitate memory of students with learning difficulties*. Paper presented at the 2nd annual International Conference on Memory, Abano Terme (University of Padua), Italy.

Scruggs, T.E., & Mastropieri, M.A. (1996, April). *Teacher perceptions of mainstreaming: A research synthesis*. Paper presented at the annual meeting of the Council for Exceptional Children, Orlando.

Scruggs, T.E., & Mastropieri, M.A. (1996, November). *Teaching students with behavioral disorders in inclusive science settings*. Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

 **1995**

Mastropieri, M.A., Bakken, J.P., Bakken, J.P., & Whedon, C. (1995, April). *Effectiveness of strategy training on reading comprehension of learning disabilities: A research synthesis*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Scruggs, T.E., & Mastropieri, M.A. (1995, February). *Successful mainstreaming in elementary science classes: A qualitative study of three reputational cases*. Paper presented at the Pacific Coast Conference in Special Education, Laguna Beach, CA.

Scruggs, T.E., & Mastropieri, M.A. (1995, November). *Do teachers support inclusion of students with behavioral disorders? A research synthesis*. Paper presented at the Nineteenth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T.E., Mastropieri, M.A., Wolfe, S.J., Krynak, R., & Pearl, J. (1995, April) *Activities for increasing science learning*. Paper presented at the annual meeting of the Council for Exceptional Children, Indianapolis.

 **1994**

Mastropieri, M.A., & Scruggs, T.E. (1994, April). *Regular education science*. Paper presented at the annual meeting of the Council for Exceptional Children, Denver.

Scruggs, T.E. (1994, March). *Approaches to the treatment of learning disorders*. Paper presented at the annual meeting of the Associazione per il Coordinamento Nazionale Insegnanti Specializzati e la Ricerca sull'Handicap, Padua, Italy.

Scruggs, T.E. (1994, November). *Science for students with behavioral disorders*. Paper presented at the 18th Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T.E. (1994, December). *Scientific reasoning of students with mild disabilities*. Invited Robert L. Snodgrass Lecture, School of Education, Purdue University, West Lafayette, IN.

Scruggs, T.E., & Mastropieri, M.A. (1994, April). *Promoting relational thinking skills: Elaborative interrogation for students with mild disabilities*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

 **1993**

Mastropieri, M.A., Scruggs, T.E., & Arndt, J. (1993, February). *Mainstream instruction for scientific literacy*. Paper presented at the annual meeting of the Indiana Federation of the Council for Exceptional Children, Indianapolis.

Mastropieri, M.A., & Scruggs, T.E. (1993, April). *Adapting science for students with disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children, San Antonio.

 **1992**

Brigham, F. J., Scruggs, T. E. & Mastropieri, M. A. (1992, February). *What happened where? Visual spatial learning and information of maps*. Paper presented at the annual meeting of the Indiana Federation of the Council for Exceptional Children, Indianapolis.

Mastropieri, M. A. & Scruggs, T. E. (1992, May). *Mainstream instruction for scientific literacy*. Paper presented at the annual meeting of the National Science Teachers Association, Boston.

Mastropieri, M. A., Scruggs, T. E., Brigham, F. J., & Bakken, J. P. (1992, April). *Science education for students with learning disabilities: A comparison of inquiry-based and textbook approaches*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Mastropieri, M. A., Scruggs, T. E., Sullivan, G. S. & Hesser, L. S. (1992, April). *Improving reasoning and recall: The relative effects of elaborative interrogation and mnemonic elaboration*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Scruggs, T. E. & Mastropieri, M. A. (1992, April). *The Purdue MISL Project: Mainstream instruction for scientific literacy*. Paper presented at the annual meeting of the Council for Exceptional Children, Baltimore.

Scruggs, T. E., Mastropieri, M. A., Brigham, F. J. & Sullivan, G. S. (1992, April). *The effects of mnemonic reconstructions on spatial learning*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

 **1991**

Mastropieri, M. A., & Scruggs, T. E. (1991, July). *Curriculum projects working group: Analysis of science curriculum*. Invited working group presentation at the 1991 U.S. Department of Education, Office of Special Education Project Directors' Conference, Washington, D.C.

Brigham, F. J., Bakken, J. P., Scruggs, T. E. & Mastropieri, M. A. (1991, May). *Cooperative behavior management: A technique for improving classroom behavior*. Paper presented at the annual meeting of the International Association for Special Educators, Milwaukee, WI.

Mastropieri, M. A., & Scruggs, T. E. (1991, July). *Curriculum projects working group: Analysis of science curriculum*. Invited working group presentation at the 1991 U. S. Department of Education, Office of Special Education, Project Directors' Conference, Washington, DC.

Mastropieri, M. A., Scruggs, T. E., Bakken, J., & Brigham, F. J. (1991, April). *A complex strategy for remembering states and their capitals: Comparing forward and backward associations*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Scruggs, T.E. (1991, November). *A analysis of the relative efficacy of some recent approaches in the field of special education*. Paper presented at the 9th annual meeting of the Italian Coordinamento Nazionale Insegnanti Specializzati (CNIS) and European Association for Special Education (EASE), Foggia, Italy, 1991.

Scruggs, T. E., & Fulk, B. J. M. (1991, April). *Mainstreaming strategies that really work*. Paper presented at the annual meeting of the Council for Exceptional Children, Atlanta.

**1990**

Mastropieri, M. A., Scruggs, T. E., & Fulk, B. J. M. (1990, April). *Acquisition of abstract and concrete vocabulary concepts*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Mastropieri, M. A., Scruggs, T. E., Fulk, B., Shiah, S., Brigham, F., Anders, S., Bakken, J.,

 Hesser, S., & Milham, T. (1990, February). *Enhancing school success with mnemonic instruction*. Paper presented at the annual meeting of the Indiana Federation Council for Exceptional Children, Indianapolis.

Scruggs, T. E. (1990, November). *Synthesizing single-subject research literature*. Paper presented at the Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T. E. (1990, November). *Mnemonic instruction for students with behavior disorders*. Paper presented at the Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T. E., & Mastropieri, M. A. (1990, October). [Untitled]. Keynote address at the annual meeting of the Iowa Federation of the Council for Exceptional Children, Des Moines.

Scruggs, T. E., & Mastropieri, M. A. (1990, April). *Classroom applications of mnemonic instruction: Acquisition, maintenance, and generalization*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

**1989**

Mastropieri, M. A., & Scruggs, T. E. (1989, September). *Facilitating learning with mnemonic instruction*. Paper presented at the Council for Exceptional Children/Council for Children with Behavior Disorders Topical Conference on Behavioral Disorders, Charlotte, NC.

Mastropieri, M. A., & Scruggs, T. E. (1989, November). *Mnemonic instruction for behaviorally disordered students*. Paper presented at the Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Mastropieri, M. A., & Scruggs, T. E. (1989, November). *Mnemonic instruction for special populations*. Invited presentation for the Kennedy Center, George Peabody College for Teachers, Vanderbilt University, Nashville, TN.

Mastropieri, M. A., Scruggs, T. E., & Fulk, B. F. (1989, March). *Teaching abstract vocabulary with the keyword method: Effects on recall and comprehension*. Paper presented at the American Educational Research Association, San Francisco.

Scruggs, T. E., & Fulk, B. J. M. (1989, April). *Classroom applications of mnemonic instruction*. Paper presented at the annual meeting of the Council for Exceptional Children, San Francisco.

Scruggs, T. E., & Mastropieri, M. A. (1989, June). *Enhancing meaningfulness for learning disabled students: Extended mnemonic instruction in social studies*. Paper presented at the annual meeting of the International Association for Research in Learning Disabilities, Ann Arbor, MI.

Scruggs, T. E., & Mastropieri, M. A. (1989, March). *Reconstructive elaborations: A model for content area learning*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Scruggs, T. E., Mastropieri, M. A., Fulk, B. J. M., Milham, T., Shiah, S., & Baker, L. (1989, February). *Improving LD students' content area learning*. Paper presented at the annual meeting of the Indiana Federation of the Council for Exceptional Children, Indianapolis, IN.

**1988**

Mastropieri, M. A., Scruggs, T. E., Malone, L. D., & Hibbert, V. (1988, February). *Improving learning disabled students' content area learning with the keyword method*. Paper presented at the Indiana Federation of the Council for Exceptional Children, Indianapolis.

Scruggs, T.E. (1988, November). [Moderator, Opening Session]. Symposium on Intervention Research in Learning Disabilities, Division for Learning Disabilities, West Lafayette, IN.

Scruggs, T.E. (1988, March). *Adult learning disabilities: Against*. Paper presented at the annual meeting of the Council for Exceptional Children, Washington, DC.

Scruggs, T. E. (1988, April). Session Chair/Critic: *Cognitive development during early childhood*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Scruggs, T. E., & Mastropieri, M. A. (1988, April). *Acquisition and transfer of learning strategies by gifted and non-gifted students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Scruggs, T.E., & Mastropieri, M.A. (1988, November). *Increasing the learning and memory skills of behaviorally disordered students*. Paper presented at the Twelfth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T. E., & Mastropieri, M. A. (1988, April). *The quantitative synthesis of single-subject research; Applications to the generalization training literature*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

**1987**

Mastropieri, M. A., Scruggs, T. E., & Levin, J. R. (1987, April). *Improving LD students' recall of facts from prose: The pegword method*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Scruggs, T. E. (1987, April). *Theoretical issues surrounding severe discrepancy* (Discus­sant). Paper presented at the annual meeting of the Council for Exceptional Children, Chicago.

Scruggs, T. E., Mastropieri, M. A., Behrens, J., Rutherford, R. B., & Nelson, C. M. (November, 1987). *The effects of generaliza­tion training: Results from qualitative and quantitative reviews*. Paper presented at the Eleventh Annual Conference on Severe Behavior Disorders of Children Youth, Tempe, Arizona.

Scruggs, T. E., Mastropieri, M. A., & Casto, G. (1987, April). *The quantita­tive synthesis of single-subject research: Methodology and validation*. Paper presented at the annual meeting of the American Educational Research Assoc­iation, Washington, D.C.

Scruggs, T. E., Mastropieri, M. A., McLoone, B. B., Levin, J. R., & Morrison, C. R. (1987, April). *Mnemonic facilitation of learning disabled students' memory for expository prose*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

White, K. R., Mastropieri, M. A., & Scruggs, T. E. (1987, May). *Early intervention efficacy research: The past as prologue*. Paper presented at Focusing on the Future: Linking Research, Policy, and Practice in Early Intervention, Washington, D.C.

**1986**

Mastropieri, M. A., & Scruggs, T. E. (1986, November). *Social skills training: Best practices for the 80's*. Paper presented at the Tenth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

McLoone, B. B., Zucker, S. H., Scruggs, T. E., & Mastropieri, M. A., (1986, April). *Mnemonic strategy instruction and training with learning disabled students*. Paper presented at the annual meeting of the American Education Research Association, San Francisco.

Scruggs, T. E., Mastropieri, M. A. (1986, May). *Early intervention for social withdrawal: A quantitative synthesis of single subject research*. Paper presented at the annual meeting of the Association for Behavior Analysis, Milwaukee, WI.

Scruggs, T. E., & Mastropieri, M. A. (1986, April). *How to improve the test-taking performance of LD students*. Paper presented at the annual meeting of the International Council for Exceptional Children, New Orleans.

Scruggs, T. E., Mastropieri, M. A., & Casto, G. (1986, November). *Meta-analysis of single subject research: Can it (or should it) be done?* Paper presented at the Tenth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T. E., Mastropieri, M. A., & Tolfa, D. (1986, April). *The effects of coaching on the standardized test performance of mildly handicapped students*. Paper presented at the annual meeting of the American Education Research Association, San Francisco.

**1985**

Mastropieri, M. A., & Scruggs, T. E. (1985, November). *Early interven­tion for socially withdrawn children: A quantitative synthesis of single-subject research*. Paper presented at the Ninth Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ.

Mastropieri, M. A., & Scruggs, T. E. (1985, February). *Promoting generalization of academic and social behaviors beyond the special education setting*. Paper presented at the annual meeting of the Association for Children and Adults with Learning Disabilities, San Francisco.

Mastropieri, M. A., Scruggs, T. E., McLoone, B., & Levin, J. R. (1985, April). *Facilitating the acquisition of science classifications in learning disabled adolescents*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Morrison, C. R., Levin, J. R., McGivern, J. E., Mastropieri, M. A., & Scruggs, T. E. (1985, April). *Mnemonic facilitation of text-embedded science facts*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Osguthorpe, R. T., Eiserman, W. D., Shisler, L., Top, B., & Scruggs, T. E. (1985, April). *Handicapped children as tutors*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Scruggs, T. E. (1985, November). *How to improve the test-taking skills of the learning disabled*. Paper presented at the annual meeting of the Utah Association for Children and Adults with Learning Disabilities, Salt Lake City.

Scruggs, T. E. (1985, February). *Improving the test-taking skills of learning disabled students*. Paper presented at the annual meeting of the Association for Children and Adults with Learning Disabilities, San Francisco.

Scruggs, T. E. (1985, March). *Increasing memory skills of mildly handicapped learners: Strategies that work for students*. Paper presented at the annual meeting of the Arizona Council for Exceptional Children, Tucson. AZ.

Scruggs, T. E. (1985, April). *Tutor or tutored? LD Kids can tutor, too*! Session leader, annual meeting of the Council for Exceptional Children, Anaheim, CA.

Scruggs, T. E. (1985, April). *Tutoring interventions within special education settings*. Paper presented at the annual meeting of the International Council for Exceptional Children, Anaheim, CA.

Scruggs, T. E., & Lifson, S. A. (1985, April). *Are learning disabled students' testwise'? An inquiry into reading comprehension test items*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Scruggs, T. E., & Mastropieri, M. A. (1985, November). *Behavioral Disorders Journal: A quantitative evaluation of the first decade*. Paper presented at the Ninth Annual Conference on Severe Behavior Disorders of Children and Youth, Scottsdale, AZ.

Scruggs, T. E., Mastropieri, M. A., Levin, J. R., McLoone, B., Gaffney, J., & Prater, M. (1985, April). *Increasing content-area learning: A comparison of mnemonic and visual-spatial direct instruction*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

**1984**

Mastropieri, M. A., Scruggs, T. E., & Levin, J. R. (1984, April). *Direct instruction vs. mnemonic instruction: Relative benefits for exceptional learners*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Scruggs, T. E. (1984, April). *Social and emotional functioning of handicapped Native American Children*. Paper presented at the annual meeting of the International Council for Exceptional Children, Washington, DC.

Scruggs, T. E., Bennion, K., & Lifson, S. (1984, April). *Spontaneously employed test-taking strategies of high and low comprehending elementary school children*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Scruggs, T. E., & Mastropieri, M. A. (1984, November). *Academic characteristics of behaviorally disordered students*. Paper presented at the Eighth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T. E., & Mastropieri (1984, October). *Effective memory strategies for gifted learners*. Paper presented at the Western Exchange Conference on Gifted/Talented, Salt Lake City.

Scruggs, T. E., & Mastropieri, M. A. (1984, April). *Learning characteristics of gifted youths: Precocious strategy use*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Scruggs, T. E., Mastropieri, M. A., & Levin, J. (1984, August). *Vocabulary acquisition of retarded students under direct and mnemonic instruction*. Paper presented at the annual meeting of the American Psychological Association, Toronto.

Scruggs, T. E., & Osguthorpe, R. T. (1984, November). *Behaviorally disordered students as tutors: Results of recent research*. Paper presented a the Eighth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

**1983**

Dretzke, B. J., Levin, J. R., McCormick, C. B., Scruggs, T. E., McGivern, J. E., & Mastropieri, M. A. (1983, April). *Learning mnemonically: Analysis of the presidential process*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Mastropieri, M. A., & Scruggs, T. E. (1983, November). *Behavior disorders on the reservation: Personal and cultural issues*. Paper presented at the Seventh Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Mastropieri, M. A., Scruggs, T. E., & Levin, J. R. (1983, August). *Transformational mnemonic strategies for learning disabled adolescents*. Paper presented at the annual meeting of the American Psychological Association, Anaheim, CA.

Scruggs, T. E., & Taylor, C. (1983, November). *Training behaviorally disordered children to take tests*. Paper presented at the Seventh Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T. E., & White, K. R. (1983, November). *Behaviorally disordered children as peer tutors: Academic and social benefits*. Paper presented at the Seventh Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

**1982**

Scruggs, T. E., Cohn, S. J., & Rutherford, R. B. (1982, April). *Verbal learning strategies in academically precocious youth***.** Paper presented at the Sixth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T. E., & Mastropieri, M. A. (1982, November). *How to improve the memory skills of behaviorally disordered youth.* Paper presented at the Sixth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T. E., Mastropieri, M. A., & Rutherford, R. B. (1982, August). *Effects of four intervention strategies in promoting setting generalization*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Scruggs, T. E., Mastropieri, M. A., & Rutherford, R. B. (1982, April). *The effects of prior field experience on student teacher effectiveness*. Paper presented at the annual meeting of the Council for Exceptional Children, Houston.

**1981-1980**

Johnson, M. J., & Scruggs, T. E. (1981, May). *All our children: Handicapped and normal*. Paper presented at the Third Annual Indian Child Conference, Albuquerque, NM.

Mastropieri, M. A., & Scruggs, T. E. (1981, November). *Promoting generalization from special to regular settings*. Paper presented at the Fifth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

Scruggs, T. E. (1981, February). *Classroom hearing assessment: An operant training procedure for the young autistic child*. Paper presented at the meeting of the Arizona Council for Exceptional Children, Tucson, AZ.

Scruggs, T. E. & Cohn, S. J. (1981, February). *A university-based program for a gifted but poorly achieving Indian child*. Paper presented at the Gifted Minorities Conference, Tucson, AZ.

Scruggs, T. E., Prieto, A. G., & Zucker, S. H. (1980, November). *Classroom audiometry: An operant training procedure for the non-verbal, autistic child*. Paper presented at the Fourth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

**EXTERNAL FUNDING**

|  |  |
| --- | --- |
| **Title/Funding Agency** *WeGotiT.* Awarded November 1, 2012 - August 31, 2017. Estimated total award: $2,271,831. Co- Principal Investigators: Anya Evmenova and Kelley Regan. I am a Faculty Associate on this grant. *PROJECT ASCEND: Applying Scholarship to Create and Evaluate Next Developments in Special Education.* Five year award 9/1/12- 8/1/17. USDOE.*Doctoral Leadership Cohort Program.* Award period 8/1/07 - 8/1/14, USDOE.*Preparation of Leadership Personnel: Doctoral Program in Special Education.* Four year award 7/1/02 - 6/30/07, USDOE.*Promoting Success in Content Area Classrooms.* Three year award 7/1/02 - 6/30/06, (with no-cost extension), USDOE.*Teacher–Researcher Partnerships to Promote Success in Inclusive High School Science and Social Studies Classes*. Three year award 7/1/00-6/30/03, USDOE.Personnel Preparation for Undergraduates in Mild Disabilities.Four year award, 7/92-6/96, USDOE.Decision-Making Guidelines for Facilitating Mainstream Success in Science. Three year award, 9/90-8/93, USDOE.Doctoral Program in Learning Disabilities. Five year award, continuation, 8/88-7/93, USDOE.Improving LD Students' Content Area Learning: Research Implementation. Three year award, 7/87-6/90, USDOE.Handicapped Children as Tutors. Year Two continuation, 8/84-7/85, USDOE.The Administration and Interpretation of Standardized Achievement Tests with Learning Disabled and Behaviorally Disordered Elementary School Children. Years Two and Three continuations, 8/84-7/86, USDOE.Co-Editor, *Learning Disabilities Research & Practice*.Division for Learning Disabilities, Council for Exceptional Children; 1991-1997.  | **Amount**$2,271,831.$1,249,998.$800,000.$800,000.$540,000.$540,000.$375,746.$728,583.$397,517.$367,808.$123,521.$212,433.$ 84,000. |
|  **INTERNAL FUNDING***Teacher–researcher partnerships to promote success in inclusive high school science and social studies classes*. 4/1/00-3/30/01. Kellar Institute, Graduate School of Education, George Mason University.International Travel Grant for presentation of an invited address at the 9th annual meeting of the Italian Coordinamento Nazionale Insegnanti Specializzati (CNIS) and European Association for Special Education (EASE), Foggia, Italy, 1991.International Travel Grant for presentation of an invited address at the 12th annual meeting of the Italian CNIS and European Association for Special Education, Padua, Italy, 1994.International Travel Grant for presentation of an invited address at the International Memory Conference, University of Padua, Italy, 1996.Robert L. Snodgrass Research Award. Purdue University School of Education, Release from teaching, research assistant, 8/93-5/94. | $15,000. $ 1,250. $ 981.  $ 1,107. $ 500. |

**EDITORIAL ACTIVITY**

Co-Editor, *Exceptional Children*, 2009 – present.

Co-Editor, *Learning Disabilities Research & Practice*, 1993 - 1997.

Editor, *Practice*, *Learning Disabilities Research & Practice*, 1991-1993.

Co-Editor, *Advances in Learning and Behavioral Disabilities*, a research annual. Greenwich, CT/Oxford, UK/Bingley, UK: JAI Press/Elsevier Science/ Emerald (1991 - 2011).

Co-Editor, *Learning Disability Quarterly*, Special Issue on Memory and Learning Disabilities, Volume 13, 1990.

Action Editor, *Journal of Educational Psychology*, 2008

Consulting Editor, *The Journal of Special Education*, 1987-2007.

Consulting Editor, *Learning Disabilities Research*, 1986-1991.

Reviewer, *Exceptional Children,* 2003-2009.

Reviewer, *Behavioral Disorders*, 1990-present.

Reviewer, *Learning and Individual Differences*, 1989-1993.

Reviewer, *Learning Disability Quarterly*, 1990-present.

Reviewer, *Learning Disabilities Research and Practice,* 1996-present.

Reviewer, *Remedial and Special Education*, 1989-2010.

Reviewer, *Journal of Learning Disabilities,* 1996-present.

Reviewer, *Difficoltá di Apprendimento* (Italy), 1996-present

Reviewer, *Difficoltá di Matematica* (Italy), 2005 – present.

Reviewer, *Life Span and Disability: An Interdisciplinary Journal* (Italy), 2009

Field Reviewer, *Education and Treatment of Children* (special issues on Severe Behavior Disorders

 of Children and Youth), 1996-2002.

Field Reviewer, *The Teacher Educator*, 1998-present

Guest Reviewer, *Journal of Special Educational Needs*, 2005-2007; *Educational Evaluation and Policy Analysis,* 2006; *Perceptual and Motor Skills*, 1997; *Elementary School Journal*, 1994; *Educational Researcher*, 1988; *Journal of Educational Psychology*, 1987-1988; *American Journal of Mental Deficiency*, 1987; *Gifted Child Quarterly*, 1987; *Exceptional Children*, 1985-1988; *Review of Educational Research*, 1985, 1986, 1995; *American Educational Research Journal*, 1984, 1995, 2005; *Journal of Teacher Education,* 2009

Consulting Editor, *Rehabilitation Psychology*, 1980-1982.

Assistant Editor, *Behavioral Disorders*, 1980-1982.

Advisory Panel, *Science and Technology for Children*, National Science Resources Center, 1994-1996.

Program Reader, American Educational Research Association, 1986: Division C, section 6 (Learning and Instruction), Special Interest Group: Special Education Research, Research on the Intellectually Talented, 1986-1988; 1991-1994.

Program Reader, American Educational Research Association, 1987: Division C, section 6 (Learning and Instruction); Division C, Section 7 (Cognitive Development); Division D (Measurement).

Program Reader, Council for Exceptional Children, 1988: Division for Research.

**MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS**

American Educational Research Association

 Special Interest Group: Special Education Research

Council for Exceptional Children:

 Division for Learning Disabilities (Treasurer, 1989-1991)

 Council for Children with Behavioral Disorders

 Council for Children with Mental Retardation and Developmental Disabilities

 Division for Research