

CURRICULUM VITAE

Naomi Zigmond, Ph.D

Distinguished Professor of Special
Education

Department of Instruction and
Learning

University of Pittsburgh
(412) 648-7082

naomi@pitt.edu

5164 WW Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260

Education

McGill University, Montreal, PQ -- B.Sc., 1962

Northwestern University, Evanston, IL -- M.A., 1963

Northwestern University, Evanston, IL -- Ph.D., 1966

Intrasensory and intersensory learning in children with learning disabilities.

Doctoral thesis, Northwestern University.

Academic Appointments

2008 - present Distinguished Professor of Education, University of Pittsburgh

1979 - 2008 Professor of Education, University of Pittsburgh

1994 - 2000 Chairperson, Department of Instruction and Learning,
University of Pittsburgh

1979 - 1986 Chairperson, Department of Special Education, University of
Pittsburgh

1970 - 1979 Associate Professor, University of Pittsburgh

1968 - 1970 Assistant Professor, Boston University

1966 - 1967 Instructor, Harvard Medical School, Department of Psychiatry

1966 - Present Guest Lecturer at many university, professional, and community
meetings throughout the United States and Canada

1962 - 1965 Clinical Teacher, Northwestern University, Institute for Language
Disorders

Experience , Other

2000 – 2001 Chair, Special Education Advisory Panel, Pennsylvania

1996 - 2004 Member, Special Education Advisory Panel, Pennsylvania

1992 Founder, Pacific Coast Research Conference

1989 - 1995 Editor, Exceptional Children Journal

1991 - 1993 Consultant/Presenter, National Training Network

1989 - 1990 Board of Directors, Wesley Institute

- 1986 - 1989 Director, Institute for Practice and Research in Education, School of Education, University of Pittsburgh
- 1976 Advisory Committee and Special Consultant to "The Puzzle Children," PBS-TV
- 1970 - Present Consultant to many local education agencies on learning disabilities programs and special projects
- 1967 - 1968 Psychoeducational Diagnostician, Child Development Lab, Massachusetts General Hospital

Contract

Pennsylvania Alternate System of Assessment Project (PASA), Contract from PA Department of Education, Bureau of Special Education to design and validate an alternate system of statewide assessment suitable for students with severe disabilities, 1999-2012

Grant Support

Modified Alternate Assessment Participation Screening (MAAPS) Consortium Co-PI (Vanderbilt, University of Pittsburgh, PA Department of Education, AZ Department of Education, with Elliott and Kettler), Funded by US Department of Education 2009-2011

MP3 Project (Monitoring Progress in Pennsylvania Pupils) Model demonstration grant (in partnership with Lehigh University), funded by OSEP Model Demonstrations, 2006-2009

External Evaluation of the PA Reading First Initiative, Contract from the PA Department of Education 2003-2009

Good High Schools, Co-PI on grant submitted by EDC (Newton, MA) funded by OSEP 2002-2005

Co-Teaching in Secondary Schools, OSEP-FIR, 2000-2003, extended to 2004

Development of a distance education program to prepare supervisors of special education for the Commonwealth of Pennsylvania, Contract from the PA Department of Education, Bureau of Special Education, 2000-2003

Professional Development Network, Howard Heinz Foundation, 1999-2002

Pennsylvania Incidence Study, Contract from PA Department of Education, Bureau of Special Education to identify the factors contributing to high placement rates in special education in some school districts and low placement rates in others, 1999-2000.

Longitudinal Study to Assess the Benefits of Early Intervention in Pennsylvania, supported by the Pennsylvania Department of Education/Early Intervention Research, 1997-1999.

Best Practices in Instructional Support, co-investigator with Bill Bickel, supported by the Pennsylvania Department of Education/Bureau of Special Education, 1998-1999

Documentation and Impact of Pennsylvania's Instructional Support Process, co-investigator with Bill Bickel, supported by the Pennsylvania Department of Education/Bureau of Special Education, 1997-1998

Leadership in the Field of Learning Disabilities, co-director with Rollanda O'Connor, supported by the U.S. Department of Education, OSEP, 1995-1999.

Educational Implications of Surviving Childhood Acute Lymphoblastic Leukemia, co-directed with Nanci Sullivan, supported by the US Department of Education, OSEP, 1995-1998.

The Effects of Writing Intervention on the Development of Phonological Skills in Primary Grade Children with Learning and Reading Disabilities, faculty advisor to Ruth Wolery, student researcher, supported by the U.S. Department of Education, OSEP, 1995-1996.

Preparation of teachers of students with mental/physical handicaps, co-director with Bonnie Utey, supported by the U.S. Department of Education, OSEP, 1993-1997.

Evaluation component of gifted-minority Project supported by the Pittsburgh Public Schools, 1994-1995.

Pitt-Woodland Hills Partnership supported by the Pennsylvania Department of Education, 1994-1995.

Wesley Needs Assessment supported by the Wesley Institute, 1994-1995.

An exploration of the meaning and practice of special education in the context of full time mainstreaming for students with learning Disabilities supported by the U.S. Department of Education, OSEP-FIR, 1993-1994.

Transition to adult life for students with emotional disturbances: A follow-through/follow-up/follow-along tracking model supported by the U.S. Department of Education, OSEP-FIR, 1990-1995.

Preparation of Leadership Personnel: Doctoral Specialization in Learning Disabilities supported by the U.S. Department of Education, OSEP, 1990-1995.

An analysis of social studies curriculum and instruction for mainstreamed and disabled students supported by the U.S. Department of Education, OSEP-Directed Research Priority, 1990-1993.

Exceptional Children editorship supported by the Council for Exceptional Children, 1989-1996.

Technical assistance to six sites implementing the MELD model supported by funds from the Pennsylvania Department of Education, Bureau of Special Education, 1989-1992.

Preparation of special educators: Comprehensive preparation of teachers of mentally and physically handicapped children and youth supported by U.S. Department of Education, OSEP-Personnel Preparations, 1988-1994.

A comprehensive examination of drop out and drop out prevention in urban LD students supported by funds from the U.S. Department of Education, OSEP-FIR, 1988-1994.

Intervention strategies for SED students in middle schools supported by funds from the U.S. Department of Education, OSEP-Directed Research Priority, 1988-1992.

School building models for educating students with handicaps in general education: Tailoring educational alternatives for mainstreamed students (Project TEAMS) supported by funds from the U.S. Department of Education, OSEP-Directed Research Priority, 1988-1992.

Project TEAMS: Tailoring educational alternatives for mainstreamed students supported by funds from the Pittsburgh Public Schools, Division of Exceptional Children, 1988-1991.

Local field research team for the New Futures Initiative evaluation supported by funds from the Center for the Study of Social Policy, 1988-1989.

Evaluation of the effects of Pennsylvania's instructional program options, support services and procedures supported by funds from the Pennsylvania Department of Education, Office of Special Education, 1988-1989.

Preparation of leadership personnel: An apprenticeship program for preparation of researchers in special education supported by funds from special education programs, U.S. Department of Education, OSEP-Personnel Preparation, 1987-1990.

Project MELD (mainstreaming experiences for the learning disabled) supported by funds from the U.S. Department of Education, OSEP-Directed Research Priority, 1987-1990.

Extant data base project: Identification of LD students at-risk for dropping out of school supported by funds from the U.S. Department of Education, OSEP-Directed Research Priority, 1986-1988.

A comprehensive examination of the secondary school experience of LD students and its value in preparing LD youth for the transition to adult life supported by funds from the U.S. Department of Education, OSEP-FIR, 1985-1988.

Special population/handicapped project: A follow-up study of secondary age level rural learning disabled students' employment status and intervention needs supported by funds from the U.S. Department of Education, OSEP-Directed Research Priority, 1985-1987.

Secondary age level learning disabled students' employment status and transitional service needs supported by funds from the U.S. Department of Education, OSEP-Directed Research Priority, 1984-1985.

Leadership training grant: Preparation of researchers with a focus on the handicapped supported by funds from the U.S. Department of Education, OSEP-Personnel Preparation, 1983-1986.

Special project: A teacher center experience for secondary school special education teachers supported by funds from the U.S. Department of Education, OSEP-Personnel Preparation, 1983-1986.

School survival skills in secondary school-age students, co-directed with Mary Margaret Kerr, field initiated research supported by funds from the U.S. Department of Education, OSEP-Directed Research Priority, 1980-1986.

Model program for exceptional children in urban elementary schools, Demonstration Project supported by funds from the U.S. Department of Education, OSEP-FIR, 1980-1983.

Regular inservice: Preparing elementary personnel for mainstreaming, personnel preparation inservice project supported by funds from the U.S. Department of Education, OSEP-Personnel Preparation, 1979-1981.

Preparation of personnel for comprehensive, individualized programming for mildly handicapped students in secondary schools supported by funds from the U.S. Department of Education, OSEP-Personnel Preparation, 1978-1980.

A study of reading instruction in primary learning disability classrooms, Learning and Research Development, 1976-1979.

Child service demonstration center for urban secondary students with learning disabilities, Title VI-G Demonstration Project supported by funds from OE-BEH, 1975-1978.

Implementation study of the use of the new reading system (developed by Isabel Beck, Ph.D.) with learning disabled students supported by funds from the Learning Research and Development Center, 1975-1976.

Research on effects of Dexedrine on behavior and learning, MH02593- Psychopharmacology section of NIMH, Massachusetts General Hospital, Child Development Lab, 1967-1968.

Research grant (USPHS Contract #108-65-142), Minimal brain dysfunction in children, 1965-1967

Editorial Boards

Editor, Exceptional Children
Guest Reviewer, Remedial and Special Education
Guest Reviewer, AERJ
Guest Reviewer, TEASE
Guest Reviewer, JSE
Guest Reviewer: Review of Educational Research

Professional Organizations

American Educational Research Association
Association for Children with Learning Disabilities (ACLD) (Massachusetts ACLD Professional Advisory Board, 1967-1970
Allegheny County ACLD Professional Advisory Board (1971 - present)
Council for Exceptional Children, Board of Governors
Division for Children with Learning Disabilities, Executive Committee;
Founder, Pennsylvania DCLD

Publications: Journal Articles

Zebehazy, K. & Zigmond, N (submitted for publication) Expert Item Reviews: Unique Considerations for Visual Impairment on Alternate Assessments

Zebehazy, K. & Zigmond, N (submitted for publication) Unique Considerations in Applying Accommodations for Students with Visual Impairments Taking Alternate Assessments

Bean, R., & Zigmond, N. (under review) Four coaches coaching: What coaches do and why they do it, Journal of Literacy Research

- Bean, R., Draper, J., Hall, V., Vandermolen, J., & Zigmond, N. (2010) Coaches and Coaching in Reading First Schools: A reality check. *Elementary School Journal*, 111(1) 87-114
- Bean, R., Draper, J., Turner, G., & Zigmond, N. (2010) Reading First in Pennsylvania: Achievement findings after five years, *Journal of Literacy Research*, 42(1), 5-26
- Rock, M., Gregg, M., Gable, R., & Zigmond, N. (2009) Virtual coaching for novice teachers, *Phi Delta Kappan*, 91(2) p36-41
- Zigmond, N., & Kloo, A., (2009). The "two percent students:" Considerations and consequences of eligibility decisions. *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations*, 84(4), pages 478-495.
- Zigmond, N., Kloo, A. & Volonino, V. (2009) What, where, and how: Special education in the climate of full inclusion, *Exceptionality*, 17(4), 189-204
- Rock, M., Gregg, M., Thead, B., Acker, S., Gable, R., & Zigmond, N. (2009) Can you hear me now? Evaluation of an online wireless technology to provide real-time feedback to special education teachers in training, *Teacher Education and Special Education*, 32, 64- 82.
- Moin, L., Magiera, K., & Zigmond, N. (2009) Instructional activities and group work in US inclusive high school co-taught science classes, *International Journal of Science and Mathematics Education*, 7(4), 677-697
- Kloo, A. & Zigmond, N. (2008) Co-Teaching Revisited: Redrawing the Blueprint, *Preventing School Failure*, 52, 12-20
- Donne, V., & Zigmond, N. (2008) Engagement during reading instruction for students who are deaf/hard of hearing in public schools, *Communication Disorders Quarterly*, 29: 219-235
- Donne, V., & Zigmond, N. (2008) An observational study of reading instruction for students who are deaf/hard of hearing public schools, *American Annals of the Deaf*, 3, 294-303
- Volonino, V. & Zigmond, N. (2007) Promoting Research-Based Practices Through Inclusion? *Theory Into Practice*, 46, 291-300
- Zigmond, N., (2006) Reading and Writing in Co-Taught Secondary School Social Studies Classrooms: A Reality Check *Reading & Writing Quarterly*, 22(3), 249-268
- Morocco, Aguilar, Clay, Brigham, & Zigmond (2006) Good High Schools for students with disabilities: Introduction to the special issue, *Learning Disabilities Research and Practice*, 21(3), 135-145

Aguilar, Morocco, Parker & Zigmond (2006) Middletown High School: Equal opportunity for academic achievement, *Learning Disabilities Research and Practice*, 21(3), 159-171

Morocco, Clay, Parker, & Zigmond (2006) Cronkite High School: A culture of freedom and responsibility, *Learning Disabilities Research and Practice*, 21(3), 146-158

Brigham, Parker, Morocco, & Zigmond (2006) Apalachee High School: The last real high school in America, *Learning Disabilities Research and Practice*, 21(3), 172-183

Morocco, Aguilar, Brigham, Clay, & Zigmond (2006) What makes a high school a good high school for students with disabilities? *Learning Disabilities Research and Practice*, 21(3), 184-190

Zigmond, N. (2006) Twenty-Four Months After High School: Paths Taken by Youth Diagnosed with Severe Emotional and Behavioral Disorders, *Journal of Emotional and Behavioral Disorders*, 14(2), 99-107

Zigmond & Browder (2005) A Decision Framework for IEP Teams Related to Methods for Individual Student Participation in State Accountability Assessments, included in the recently published toolkit on Teaching and Assessing Students with Disabilities, available from <http://www.osepideasthatwork.org/toolkit/index.asp>

Browder & Zigmond (2005) Professional Development on Assessment Systems included in the recently published toolkit on Teaching and Assessing Students with Disabilities, available from <http://www.osepideasthatwork.org/toolkit/index.asp>

Magiera, K., Smith, C., Zigmond, N., & Gebauer, K. (2005) Benefits of co-teaching in secondary mathematics classes, *Teaching Exceptional Children*, 37, 20-24

Magiera, K., & Zigmond, N. (2005) Co-Teaching in middle school classrooms under routine conditions: Does the instructional experience differ for student with disabilities in co-taught and solo-taught classes? *Learning Disabilities Research and Practice*, 20, 79-85

Shapiro, E., Edwards, L., & Zigmond, N. (2005) Progress monitoring of mathematics among students with learning disabilities, *Assessment for Effective Intervention*. 30(2), 15-32

Moin, L., & Zigmond, N., (2004) Co-teaching Students with and without Disabilities in Science High School Classrooms. Proceeding of the NARST Annual Meeting, Vancouver BC Canada

Zigmond, N. (2003) Where should students with disabilities receive special education services? Is one place better than another? *Journal of Special Education* 37 (3), 193-199

O'Connor, R.E., Bell, K.M., Harty, K.R., Larkin, L.K., Sakor, S.M., & Zigmond, N. (2002) Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty *Journal of Educational Psychology*, 94 474-485

Werts, M. G., Zigmond, N., & Leeper, D. C. (2001). Paraprofessional proximity and academic engagement: Primary-aged students with disabilities in general education classrooms. *Education and Training in Mental Retardation and Developmental Disabilities*, 36(4).

Zigmond, N. & Magiera, K. (2001) Co-Teaching. Proceed with Caution. ALERT Series published and distributed by DLD and DR of the Council for Exceptional Children

Zigmond, N. (2001) Special education at a crossroads. *Preventing School Failure*, 45, 70-74

Sullivan, N., Fulmer, D., & Zigmond, N. (2001). School: The normalizing factor for children with childhood leukemia. *Preventing School Failure*, 46, 4-13.

Rock, M. & Zigmond, N. (2001) Intervention assistance: Is it substance or symbolism? *Preventing School Failure*, 45, 153-161

Sullivan, N., Fulmer, D., & Zigmond, N. (2000). Returning to school: Reintegration of survivors of childhood acute lymphoblastic leukemia. *Physical Disabilities: Education and related services*, 19 (1), 25-54.

Rice, D. & Zigmond, N. (2000) Co-teaching in secondary schools: Teacher reports of developments in Australian and American classrooms. *Learning Disabilities Research and Practice*

Zigmond, N. (2000) Reflections on a research career: Research as detective work, *Exceptional Children*, 66(3), 295-304

Sullivan, N., Fulmer, D., & Zigmond, N. (2000) Returning to school: Reintegration of survivors of childhood acute lymphoblastic leukemia. *Physical Disabilities: Education and Related Services*, 19(1), 25-54

Zigmond, N. (1999) Special Education revisited: A response to Zollers and Ramanathan. *Kappan*, 81(3), 228-234

Bean, R., Fulmer, D., Zigmond, N. & Grumet, J. V. (1997) How experienced teachers think about their teaching: Their focus, beliefs, and types of reflection. *Research in the Schools*, 4(2) 25-38.

Zigmond, N. (1996) Educational intervention research and students with learning disabilities. *Learning Disabilities-A Multidisciplinary Journal*, 7 (2) 69-73.

Bean, R. M., Lazar, M. K., Johnson, R. S., Burns, D. D., Cox, R. C. & Zigmond, N. (1996). *The ALERT: One answer to literacy screening. Literacy Assessment for Tomorrow's Schools.* Monograph of The College Reading Association.

Padeliadu, S. & Zigmond, N. (1996). Perspectives of students with learning disabilities about special education placement. *Learning Disabilities Research and Practice*, 11(1), 15-23.

Zigmond, N. (1996). What makes an effective teacher? *CEC Today*, 3(4), 12-13.

Zigmond, N. & Baker, J. (1996). Full inclusion for students with learning disabilities: Too much of a good thing? *Theory Into Practice*, 35(1), 26-34.

Baker, J. & Zigmond, N. (1995). The meaning and practice of inclusion for students with learning disabilities: Themes and implications from the five cases. *Journal of Special Education*, 29(2), 163-180.

Simmons, D., Baker, J., Fuchs, L., Fuchs, D. & Zigmond, N. (1995). Teacher-directed reading instruction in the mainstream: A call for instructional reform. *Learning Disabilities Quarterly*, 11(1), 19-36.

Zigmond, N. (1995). An exploration of the meaning and practice of special education in the context of full inclusion of students with learning disabilities: Introduction. *Journal of Special Education*, 29(2), 109-115.

Zigmond, N. (1995). Inclusion in Kansas: Educational experiences of students with learning disabilities in one elementary school. *Journal of Special Education*, 29(2), 144-154.

Zigmond, N. (1995). Inclusion in Pennsylvania: Educational experiences of students with learning disabilities in one elementary school. *Journal of Special Education*, 29(2), 124-132.

Zigmond, N. (1995). Models for delivery of special education services to students with learning disabilities in public schools. *Journal of Child Neurology*, 10(1), S86-S92.

Zigmond, N. & Baker, J. (1995). Concluding comments: Current and future practices in inclusive schooling. *Journal of Special Education*, 29(2), 245-250.

Zigmond, N., Jenkins, J., Fuchs, L., Deno, S., Fuchs, D., Baker, J., Jenkins, L. & Couthino, M. (1995, December). When students fail to achieve satisfactorily: A reply to McLeskey and Waldron. *KAPPAN*, 77, 303-306.

Zigmond, N., Jenkins, J., Fuchs, L., Deno, S., Fuchs, D., Baker, J., Jenkins, L. & Couthino, M. (1995, March). Special education in restructured schools: Findings from three multi-year studies. *KAPPAN*, 76, 531-540.

Bean, R. M., Hamilton, R., Zigmond, N. & Morris, G. (1994). The changing roles of special education teachers in a full-time mainstreaming program: Rights without labels. *Reading and Writing Quarterly*, 10(2), 171-185.

Bean, R.M., Zigmond, N., Hartman, D.K. (1994). Adapted use of social studies textbooks in elementary classrooms. *Remedial and Special Education*, 15(5), 216-226

Carnine, D., Miller, S., Bean, R. & Zigmond, N. (1994). Social studies: Education tools for diverse learners. *School Psychology Review*, 23(3), 428-441.

Zigmond, N. (1994). Delivering special education services to students with learning disabilities in public schools: Out or in? *Perspectives on Inclusion*, 20(4), 12-14.

Zigmond, N., & Baker, J. (1994). Is the mainstream a more appropriate educational setting for students with learning disabilities: The case of Randy. *Learning Disabilities Research and Practice*, 9(2), 108-117.

Glor-Scheib, S. & Zigmond, N. (1993). Exploring the potential motivational properties of curriculum-based measurement in reading among middle school students with learning disabilities. *Learning Disabilities: A Multi-Disciplinary Journal*, 4(2), 35-43.

Bean, R. M, Cooley, W., Eichelberger, R. T., Lazar, M. & Zigmond, N. (1992). Inclass or pullout: Effects of setting on the remedial reading program. *Journal of Reading Behavior*, 23(4), 445-464.

Troup-Leasure, K., Eichelberger, R. T. & Zigmond, N. (1992). Research experiences of doctoral students and publication after graduation. *Teacher Education and Special Education*, 15(3), 183-193.

Bean, R. M., Cooley, W. W., Eichelberger, R. T., Lazar, M. K., & Zigmond, N. (1991). Inclass or pullout: Effects of setting on remedial reading program. *Journal of Reading Behavior*, 23(4), 445-464.

Bean, R. M., Hamilton, R., Zigmond, N. & Morris, G. (1991). Rights without labels: The story of a mainstreaming program for special education students. *Reading and Writing Quarterly*, 23(4), 445-464.

Bickel, D. D., Zigmond, N. & Strayhorn, J. (1991). Chronological age at entrance to first grade: Effects on elementary school success. *Early Childhood Research Quarterly*, 6(2), 105-117.

- Miller, S. E., Leinhardt, G. & Zigmond, N. (1991). Accommodating at-risk pupils. *SET: Research Information for Teachers*, 1, 1-4.
- Morrow, D. H. & Zigmond, N. (1991). Pre-vocational immersions as risk intervention in a mainstream setting: A preliminary evaluation of Project OASES. *Journal of Vocational Education Research*, 16(1), 79-102.
- Baker, J. & Zigmond, N. (1990). Snapshots of an elementary school: Are regular education classes equipped to accommodate learning disabled students? *Exceptional Children*, 56(6), 515-527.
- deBettencourt, L. & Zigmond, N. (1990). The learning disabled secondary school dropout: What teachers should know, what teachers can do. *Teacher Education and Special Education*, 13(1), 17-20.
- DeFigio, N. & Zigmond, N. (1990). Using a needs assessment instrument to evaluate the impact of a staff development program on the role and function of the principal. *International Journal of Education*, 3(1), 37-51.
- DeFigio, N., Zigmond, N. & LeMahieu, P. (1990). Educators' views of educational problems: Changes related to a staff development initiative, 1980-86. *ERS Spectrum*, 8(1), 39-47.
- Donahoe, K. & Zigmond, N. (1990). High school grades of urban LD students and low achieving peers. *Exceptionality*, 1, 17-27.
- Zigmond N. & Baker, J. (1990). Mainstreaming experiences for learning disabled students: A preliminary report. *Exceptional Children*, 57(2), 176-185.
- deBettencourt, L., Zigmond, N. & Thornton, H. (1989). Follow-up of post-secondary age rural learning disabled graduates and dropouts. *Exceptional Children*, 56(1), 40-49.
- Schaeffer, A. L., Zigmond, N., Kerr, M. M. & Farra, H. E. (1989). Helping teenagers develop school survival skills. *TEACHING Exceptional Children*.
- Thornton, H. & Zigmond, N. (1989). Transition to the world of work for LD young adults. *Journal of Learning Disabilities*.
- Griffey, Q., Zigmond, N. & Leinhardt, G. (1988). An examination of the effects of story structure and self-questioning strategy training in the reading comprehension of learning disabled elementary age students. *LD Research*, 4(1), 45-51.
- Miller, S. E., Leinhardt, G. & Zigmond, N. (1988). Influencing engagement through accommodation: An ethnographic study of at-risk students. *American Educational Research Journal*, 25(4), 465-487.

Thornton, H. & Zigmond, N. (1988). Secondary vocational training for LD students and its relationship to school completion status and post school outcomes. *Illinois School Journal*, 67(2), 37-54.

Zigmond, N., Kerr, M. M. & Schaeffer, A. (1988). Behavior patterns of learning disabled and non-learning disabled adolescents in high school academic classes. *Remedial and Special Education*, 9(2), 6-11.

Utley, B., Zigmond, N. & Strain, P. (1987). The effects of various forms of data on teachers' ability to analyze trends in student performance. *Exceptional Children*, 53(5), 411-422.

Coben, S. & Zigmond, N. (1986). The social integration of mainstreamed learning disabled students' in elementary schools. *Journal of Learning Disabilities*, 19(10), 614-618.

Kerr, M. M. & Zigmond, N. (1986). What do high school teachers want? A study of expectations and standards. *Education & Treatment of Children*, 9(3), 239-249.

Kerr, M. M., Zigmond, N., Schaeffer, A. & Brown, G. (1986). An observational follow-up of successful and unsuccessful high school students. *The High School Journal*, 70(1), 20-24.

Sansone, J. & Zigmond, N. (1986). Evaluating mainstreaming through an analysis of students' weekly schedules. *Exceptional Children*, 52(5), 452-458.

Zigmond, N. & Miller, S. (1986). Assessment for instructional planning. *Exceptional Children*, 52(6), 501-509.

Zigmond, N. & Sansone, J. (1986). Designing a program for the learning disabled adolescent. *Remedial and Special Education*, 7(5), 13-17.

Zigmond, N., Sansone, J., Miller, S. E., Donahoe, K. A. & Kohnke, R. (1986). Teaching learning disabled students at the secondary school level: What research and experiences say to the teacher of exceptional children. *Learning Disabilities Focus*, 1(2), 108-115.

Levin, E. K., Zigmond, N. & Birch, J. W. (1985). A follow-up study of 52 learning disabled adolescents. *Journal of Learning Disabilities*, 18(1), 2-7.

Vallecorsa, A. L., Zigmond, N. & Henderson, L. M. (1985). Spelling instruction in special education classrooms: A survey of practices. *Exceptional Children*, 52(1), 19-24.

Zigmond, N., Levin, E. & Laurie, T. E. (1985). Managing the mainstream: An analysis for teacher attitudes and student performance in mainstream high school programs. *Journal of Learning Disabilities*, 18(9), 535-541.

Zigmond, N. & Thornton, H. (1985). Follow-up of post-secondary age LD graduates and dropouts. *LD Research*, 1(1), 50-55.

Brown, G. M., Kerr, M. M., Zigmond, N. & Harris, A. L. (1984). What important for student success in high school? "Successful" and "unsuccessful" students discuss school survival skills. *The High School Journal*, 68(1), 10-17.

Zigmond, N. & Silverman, R. (1984). Informal assessment for program planning and evaluation in special education. *Educational Psychologist*, 19(3), 163-171.

Sainato, D. M., Zigmond, N. & Strain, P. S. (1983). Social status and social initiations of interaction by learning disabled students in a regular education setting. *Analysis and Intervention in Developmental Disabilities*, 3, 71-87.

Silverman, R. & Zigmond, N. (1983). Self-concept of learning disabled adolescents. *Journal of Learning Disabilities*, 16, 478-482.

Leinhardt, G., Seewald, A. M. & Zigmond, N. (1982). Sex and race differences in learning disabilities classrooms. *Journal of Educational Psychology*, 74(6), 835-842.

Leinhardt, G., Zigmond, N. & Cooley, W. W. (1981). Reading instruction and its effects. *American Education Research Journal*, 18(3), 343-361.

Silverman, R., Zigmond, N., Zimmerman, J. & Vallecorsa, A. (1981). Improving written expression in learning disabled students. *Topics in Language Disorders*, 1(2), 91-99.

Norman, C. & Zigmond, N. (1980). Characteristics of children labeled and served as learning disabled in school systems affiliated with child service demonstration centers. *Journal of Learning Disabilities*, 13, 542-547.

Zigmond, N. & Brownlee, J. (1980). Social skills training for learning disabled adolescents. *Exceptional Education Quarterly*, 1(2), 77-83.

Zigmond, N., Vallecorsa, A. & Leinhardt, G. (1980). Reading instruction for students with learning disabilities. *Topics in Language Disorders*, 1(1), 89-98.

Laurie, T., Buchwach, L., Silverman, R. & Zigmond, N. (1978). Teaching secondary learning disabled students in the mainstream. *Learning Disability Quarterly*, 1(4), 62-72.

Zigmond, N. (1978). A prototype of comprehensive services for secondary students with learning disabilities: A preliminary report. *Learning Disability Quarterly*, 1(1), 39-49.

Zigmond, N. (1969). Research study of learning disabilities: Objectives and procedures.. In J. Arena (ed.), *Management of the child with learning disabilities. Selected papers from the 4th Annual ACLD Conference*. San Rafael, CA: Academic Therapy Publications, 239.

Zigmond, N. (1969). Learning patterns in children with learning disabilities. *Seminars in Psychiatry*, 344-353.

Publications: Book Chapters

Lemons, C. J., Kloo, A., & Zigmond, N. (2011) Implementing Modified Achievement Tests: Questions, challenges, pretending, and potetial negative consequences in S. Elliott, R. Kettler, P. Beddow, & A. Kurz, *Handbook of Accessible Achievement Tests*, pp. 295 – 318, New York: Springer

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