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**BIOGRAPHICAL SKETCH**


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NAME: Diane Pedrotty Bryant  
 Professor, Mollie Villeret Davis Professorship

**EDUCATION/TRAINING**

INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Framingham State College	B.S.	1974	Elem. Education
University of New Mexico	M.A.	1979	Special Education
University of New Mexico	Ph.D.	1986	Special Education & Educational Administration

**Selected Academic/Professional Appointments**

- Professor, Department of Special Education 2004-
- Institute Director, Mathematics Institute for Learning Disabilities and Difficulties 2009-
- Principal Investigator, Doctoral Leadership 325D grant, Office of Special Programs, U.S. Department of Education 2012-2018
- Principal Investigator, Doctoral Leadership 325D grant, Office of Special Programs, U.S. Department of Education 2015-2020
- Principal Investigator, Doctoral Leadership 325D grant, Office of Special Programs, U.S. Department of Education 2017-2022
- Principal Investigator, Project AIM2 2016-2020  
Institute of Education Sciences, U.S. Department of Education
- Principal Investigator, Project AIM 2012-2016  
Institute of Education Sciences, U.S. Department of Education
- Co-Editor-in Chief, *Learning Disability Quarterly* 2010-
- Principal Investigator, Response to Intervention Grant 2007-2012  
Institute of Education Sciences, U.S. Department of Education
- Associate Dean of Teacher Ed, Student Affairs, Administration 2004-2006  
The University of Texas at Austin
- District Coordinator of Special Education 1986-1989  
Staff Development, Albuquerque Public Schools
- District Resource Teacher, P.L. 94-142, CSPD Unit, K-12 1985-1986  
Albuquerque Public Schools
- Principal of Special Education Summer School, 1984-1986  
Albuquerque Public Schools
- Clinical Supervisor, Special Education, 1983-1985  
Albuquerque Public Schools/University of New Mexico
- Master Teacher, Department of Special Education, 1981-1983  
Albuquerque Public Schools/University of New Mexico
- Methods & Materials Teacher, K-12, Special Education, 1981-1983  
Albuquerque Public Schools
- Special Education Teacher (Resource Room-LD, BD, CD), 1980-1981  
Montezuma Elementary School, Albuquerque Public Schools
- Special Education Teacher ("C" Level Program-LD, BD, CD), 1977-1980  
Montezuma Elementary School, Albuquerque Public Schools

- Special Education Teacher 1976-1977  
("C" Level Program-LD, BD, EMH), Crown Point  
Elementary School, Gallup-McKinley Public Schools, NM

### Honors & Awards

- 2006 University of New Mexico Distinguished Alumnus Award  
2012-2013 Fellow in the Audrey Rogers Myers Centennial Professorship in Education  
2013- Mollie Villeret Davis Professorship  
2017 Division for Learning Disabilities, Council for Exceptional Children, 2017 DLD  
Jeannette Fleischer Career Leadership Award

### Selected peer-reviewed publications (in chronological order)

1. **Bryant, D. P.**, Bryant, B. R., Hughes, K., & Porterfield, J. A. (2011). Evidence-based intervention for primary age students with mathematics challenges. In N. Gallenstein & D. Hodges (Eds.), *Mathematics for all: Instructional strategies to assist students with special learning needs* (pp. 37-50). Olney, MD: Association for Childhood Education International (ACEI) Publications.
2. **Bryant, D. P.**, Bryant, B. R., Roberts, G., Vaughn, S., Hughes, K., Porterfield, J., & Gersten, R. (2011). Effects of an early numeracy intervention on the performance of first-grade students with mathematics difficulties. *Exceptional Children*, 78(1), 7-23.
3. **Bryant, D. P.**, Roberts, G., & Bryant, B. R., DiAndreth-Elkins, L. (2011). Tier 2 early numeracy number sense interventions for kindergarten and first-grade students with mathematics difficulties. In R. Gersten & B. Newman-Gonchar (Eds.), *RtI Mathematics* (pp. 65-83). Baltimore, MD: Brookes Publishing Co.
4. Roberts, G. & **Bryant, D.P.** (2011). Early mathematics achievement trajectories: English-language learner and native English-speaker estimates using the Early Childhood Longitudinal Survey. *Development Psychology*, 47(4), 916-930.
5. **Bryant, D. P.**, & Bryant, B. R. (2012). Using RtI in the mathematics classroom. In J. Bakken (Ed.), *Response to Intervention in the core content areas: A practical approach for educators* (pp. 187-212). Austin, TX: Prufrock Press.
6. Seo, Y. J., & **Bryant, D. P.** (2012). Multimedia CAI program for students with mathematics difficulties. *Remedial and Special Education*, 33, 217-225.  
doi:10.1177/0741932510383322
7. **Bryant, D. P.**, Bryant, B. R., Williams, J., & Kim, S. (2013). Instructional practices for improving student outcomes in solving arithmetic combinations. In B. Cook, & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 61-72). Boston: Pearson, Inc.

8. **Bryant, D. P.**, Bryant, B. R., Williams, J., Kim, S., & Shin, M. (2013). Instructional practices for improving student outcomes in solving arithmetic combinations. In D. Chard, B. Cook, & M. Tankersley (Eds.), *Research-based strategies for improving outcomes in academics* (pp. 58 - 69). Boston: Pearson, Inc.
9. **Bryant, D. P.** (2014). Tier 2 intervention for at-risk first grade students within a Response-to-Intervention model of support. *School Psychology Review*, 43(2), 179-184
10. Bryant, B. R., & **Bryant, D. P.** (2015). How to read and write as mathematicians. In M. Hougen (Ed.), *The fundamentals of literacy instruction and assessment* (pp. 179-190). Baltimore: Brookes Publishing.
11. **Bryant, D. P.**, Bryant, B. R., & Pfannenstiel, K. H. (2015). Mathematics interventions: Translating research into practice. *Intervention in School & Clinic*.
12. Dougherty, B., **Bryant, D. P.**, Bryant, B. R., Darrough, R. R., & Pfannenstiel, K. H. (2015). Developing concepts and generalizations to build algebraic thinking: The reflectivity, flexibility, and generalization approach. *Intervention in School & Clinic*, 50(5).
13. Bryant, B. R., Ok, M., Kang, E. Y., Kim, M., Lang, R., **Bryant, D. P.**, Pfannenstiel, K. (2015). Performance of fourth grade students with learning disabilities on multiplication facts: Teacher-mediated versus technology-mediated interventions. *Journal of Behavioral Education*, 24(2), 255-272. doi:10.1007/s10864-015-9218-z
14. Pfannenstiel, K. H., **Bryant, D. P.**, Bryant, B. R., & Porterfield, J. (2015). Cognitive strategy instruction for teaching word problem solving to primary level students with mathematics difficulties. *Intervention in School & Clinic*, 50(5). doi: 10.1177/1053451214560890
15. Shin, M., & **Bryant, D. P.** (2015). Fraction interventions for students struggling to learn mathematics: A research synthesis. *Remedial and Special Education*, 36(6), 374-387. doi:10.1177/0741932515572910
16. **Bryant, D. P.**, Bryant, B. R., & Smith, D. D. (2016). *Teaching students with special needs in inclusive classrooms*. Thousands Oak, CA: Sage Publishing.
17. Bryant, B. R., **Bryant, D. P.**, Roberts, G., & Fall, A-M. (2016). Effects of an early numeracy intervention on struggling kindergarteners' mathematics performance. *International Journal for Research in Learning Disabilities*, 3(1), 29-45.
18. El Zein, F., Gevarter, C., Bryant, B. R., Son, S-H., **Bryant, D. P.** Kim, M. & Solis, M. (2016). A comparison between ipad-assisted and teacher-directed reading instruction for students with autism spectrum disorder. *Journal of Developmental and Physical Disabilities*, 28, 195–215. doi: 10.1007/s10882-015-9458-9
19. Gevarter, C., **Bryant, D. P.** Bryant, B. R. Watkins, L. Zamora, C. Sammarco, N. (2016).

- Mathematics interventions for individuals with autism spectrum disorder: A systematic review. *Review Journal of Autism and Developmental Disabilities*, 3(3), 224-238. doi: 10.1007/s40489-016-0078-9
20. Hunt, J. H., Valentine, C. A., **Bryant, D. P.**, Pfannenstiel, K. H., & Bryant, B. R. (2016). Supplemental mathematics intervention: How and why special educators intensify intervention for students with learning disabilities. *Remedial and Special Education*, 37(2), 78-88. doi: 10.1177/0741932515597293
21. **Bryant, D. P.** (2017). Mathematics disorders. In A. Wenzel (Ed.), *The encyclopedia of abnormal and clinical psychology*. Thousand Oaks, CA: Publications, Inc. invited
22. **Bryant, D. P.**, & Bryant, B. R. (2017). Intensifying intervention for algebraic concepts and skills for students with persistent and severe mathematics difficulties. *TEACHING Exceptional Children*, 49(2), 93-95. doi: 10.1177/0040059916676794
23. Dougherty, B., **Bryant, D. P.**, Bryant, B. R., Shin, M. (2017). Promoting understanding of ratios and proportional reasoning for middle school students with persistent mathematics difficulties. *TEACHING Exceptional Children*, 49(2), 96-105. doi: 10.1177/0040059916674897
24. Kim, M., **Bryant, D. P.**, Bryant, B. R., & Park, Y. (2017). A synthesis of interventions for improving oral reading fluency for elementary students with learning disabilities. *Preventing School Failure: Alternative Education for Children and Youth*, 61(2), 116-125. [doi.org/10.1080/1045988X.2016.1212321](https://doi.org/10.1080/1045988X.2016.1212321)
25. Shin, M., & **Bryant, D. P.** (2017). Improving the fraction word problem solving of students with mathematics learning disabilities: Interactive computer application. *Remedial and Special Education*, 38(2), 76-86. doi:10.1177/0741932516669052
26. Shin, M., **Bryant, D. P.**, Bryant, B. R., McKenna, J. W., Hou, F., & Ok, M. W. (2017). Virtual manipulatives: Tools for teaching mathematics to students with learning disabilities. *Intervention in School and Clinic*, 52(3), 148-153. doi: 10.1177/1053451216644830
27. Watts, G., Carroll, M., & **Bryant, D. P.** (in press). Students with emotional-behavioral disorders as cross-age tutors: A synthesis of the literature. *Behavioral Disorders*.
28. **Bryant, D. P.**, Ciullo, S., Sigafoos, L., Bryant, B. R., Lee, J., & Carroll, M. (2017). An observation study of writing instruction in high-needs primary-grade classrooms. **Submitted**
29. Carroll, M., Watts, G. W., **Bryant, D. P.**, & Sigafoos, S. (2017). A review of SRSD writing instructions for older students with EBD. **Submitted**

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30. **Bryant, D. P.** (In preparation). *Intensifying mathematics interventions for students who struggle learning mathematics*. New York: Guilford Press.

**Bryant, D. P.**, Bryant, B. R., & Smith, D. D. (in preparation). *Teaching students with special needs in inclusive classrooms* (2nd ed.). Thousand Oaks, CA: Sage Publishing.

### **Selected Products**

**Bryant, D. P.** (2012). *Algebra modules for Algebra I students with learning disabilities*. Austin, TX: TEA, University of Texas System, The University of Texas at Austin. TEA funded.

**Bryant, D. P.**, Bryant, B. R., & Pfannenstiel, K. (2012). *Tier 2 intervention manual and teacher and student masters for Grade 3*. Austin, TX: TEA, University of Texas System, The University of Texas at Austin. TEA funded.

**Bryant, D. P.**, Bryant, B. R., & Pfannenstiel, K. (2012). *Tier 2 intervention manual and teacher and student masters for Grade 4*. Austin, TX: TEA, University of Texas System, The University of Texas at Austin. TEA funded.

**Bryant, D. P.**, Bryant, B. R., & Hunt, J. (2012). *Tier 2 intervention adaptations for special education manual and teacher and student masters for Grade 3*. Austin, TX: TEA, University of Texas System, The University of Texas at Austin. TEA funded.

Texas Education Agency. (2009). *Texas Response to Curriculum Focal Points for Kindergarten through Grade 8 Mathematics*. Austin, TX: TEA.

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

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

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

### **Tests**

Brown, V., Cronin, M., & **Bryant, D. P.** (2012). *Test of Mathematical Abilities* (3rd ed.). Austin, TX: PRO-ED.

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

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

### **Grants**

**Bryant, D. P.**, Bryant, B. R., & Roberts, G. (2016-2020). *Project AIM2*. Institute of Education Sciences, Department of Education. **Funded \$3,500,000** (4 years).

**Bryant, D. P.**, Dougherty, B., & Bryant, B. R. (2012-2015). *Project AIM*. Institute of Education Sciences, Department of Education. **Funded \$1,500,000** (3 years).

**Bryant, D. P.**, & Bryant, B. R. (2011-2012). *Three-Tier Mathematics Intervention Model*. Texas Education Agency, Division of Special Education. State of Texas. **Funded \$1.4 mil.**

**Bryant, D. P.** (2010-2011). *Three-Tier Mathematics Intervention Model*. Texas Education Agency, Division of Special Education. State of Texas. **Funded \$1.2 mil.**

**Bryant, D. P.** (2009-2010). *Three-Tier Mathematics Intervention Model*. Texas Education Agency, Division of Special Education. State of Texas. **Funded \$1.2 mil.**

Walne, M. B., **Bryant, D. P.**, & Moeller, P. S. (2009). *MSTAR Intervention Project*. Meadows Foundation. **Funded \$325,343**

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

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

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

### **Selected Presentations**

Wang, S., & **Bryant, D. P.** (2017). *Self-regulation strategies intervention on mathematical problem solving for students with learning disabilities in junior high school*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.

**Bryant, D. P.** (2016, April). *Strategies to intensify instruction*. Presentation at the NCLII Scholar Meeting at the Council for Exceptional Children conference, St. Louis, MO.

deBettencourt, L., Therrien, B., Bryant, D. P., & Reed, D. (2015, October). *The changing nature of teacher preparation: Implications for teaching students with LD*. Presentation at the Council

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for Learning Disabilities conference, Las Vegas, NV.

Lee, J., & **Bryant, D. P.** (2015, October). *Algebra interventions for secondary students with mathematics disabilities*. Presentation at the Council for Learning Disabilities conference, Las Vegas, NV.

Lee, J., & **Bryant, D. P.** (2015, October). *Teaching mathematics in a response to intervention model*. Poster presented at the Council for Learning Disabilities conference, Las Vegas, NV.

**Bryant, D. P.** (2015, June). *RTI: Math Interventions*. Presentation for Building Capacity for RTI conference. Austin, TX.

**Bryant, D. P.**, Dougherty, B., Bryant, B., & Pfannenstiel, K. (2015, April). *Algebra-Readiness Interventions for Middle School Students with Mathematics Difficulties and Disabilities*. Presentation at the Council for Exceptional Children conference, San Diego, CA.

Ok, M. W., & **Bryant, D. P.** (2015, April). *Effects of Explicit, Strategic Instruction with ipads on Multiplication Performance of Students with LD*. Poster presented at the Council for Exceptional Children conference, San Diego, CA.

**Bryant, D. P.** (2015, March). *Distinguished Lecture in Math Interventions for Students with LD*. Presentation at Purdue University.

**Bryant, D. P.**, Dougherty, B., Pfannenstiel, K., Soto-Pacheco, A., Kang, E., Darrough, B. (2015, February). *Using Design Experiment Procedures to Develop Intensive Algebra-readiness Interventions for Middle Grades* Poster presented at the Pacific Coast Research Conference, Coronado, CA.

Foegen, A., Dougherty, B., **Bryant, D. P.**, & Bryant, B. R. (2015, February). *Bridging Special and General Education: Collaborative Research on Mathematics Assessment and Intervention*. Presentation at the Pacific Coast Research Conference, Coronado, CA.