

Publications

Articles in Peer-Reviewed Journals

- Rivera, C. J., Spooner, F., Wood, C. L., & Hicks, S. C. (2013). Multimedia shared stories for diverse learners with moderate intellectual disability. *Journal of Special Education Technology, 28*(4), 53-68.
- McKissick, B. R., Spooner, F., Wood, C. L., & Diegelmann, K. M. (2013). Effects of computer-assisted explicit instruction on map-reading skills for students with autism. *Research in Autism Spectrum Disorders, 7*, 1653-1662.
- Bethune, K. S., & Wood, C. L. (2013). Effects of wh-question graphic organizers on reading comprehension skills of students with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities, 48*(2), 236-244.
- Bethune, K. S., & Wood, C. L. (2013). Effects of coaching on teachers' use of function-based interventions for students with severe disabilities. *Teacher Education and Special Education, 36*(2), 97-114.
- Wood, C. L., Mustian, A. L., & Lo, Y.-y. (2013). Effects of supplemental computer-assisted reciprocal peer tutoring on kindergarteners' phoneme segmentation fluency. *Education and Treatment of Children, 36*(1), 33-48.
- Smith, B. R., Spooner, F., & Wood, C. L. (2013). Using embedded computer-assisted explicit instruction to teach science to students with autism spectrum disorder. *Research in Autism Spectrum Disorders, 7*, 433-443.
- Knight, V. F., Spooner, F., Browder, D. M., Smith, B. R., & Wood, C. L. (2013). Using graphic organizers and systematic instruction to teach science concepts to students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 28*, 115-126.
- Mazzotti, V. L., Test, D. W., & Wood, C. L. (2013). Effects of multimedia goal-setting instruction on students' knowledge of the self-determined learning model of instruction and disruptive behavior. *Journal of Positive Behavior Interventions, 15*(2), 90-102.
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- Wood, C. L., Mustian, A. L., & Cooke, N. L. (2012). Comparing whole word and morphograph instruction during computer-assisted peer tutoring on students' acquisition and generalization of vocabulary. *Remedial and Special Education, 33*(1), 39-47.

- Thompson, J. L., Wood, C. L., Test, D. W., & Cease-Cook, J. (2012). Effects of direct instruction on telling time by students with autism. *Journal of Direct Instruction, 12*(1), 1-12.
- Mazzotti, V. L., Wood, C. L., Test, D. W., & Fowler, C. H. (2012). Effects of computer-assisted instruction on students' knowledge of the self-determined learning model of instruction and disruptive behavior. *The Journal of Special Education, 45*(4), 216-226.
- Hicks, S. C., Bethune, K. S., Wood, C. L., Cooke, N. L., & Mims, P. J. (2011). Effects of direct instruction on the acquisition of prepositions by students with intellectual disabilities. *Journal of Applied Behavior Analysis, 44*(3), 675-679.
- O'Brien, C., & Wood, C. L. (2011). Video modeling of cooperative discussion group behaviors with students with learning disabilities in a secondary content-area classroom. *Journal of Special Education Technology, 26*(4), 33-40.
- Mackiewicz, S. M., Wood, C. L., Cooke, N. L., & Mazzotti, V. L. (2011). Effects of peer tutoring with audio prompting on vocabulary acquisition for struggling readers. *Remedial and Special Education, 32*(4), 345-354.
- Kretlow, A. G., Wood, C. L., & Cooke, N. L. (2011). Using in-service and coaching to increase kindergarten teachers' accurate delivery of group instructional units. *The Journal of Special Education, 44*(4), 234-246.
- Wood, C. L., Kelley, K. R., Test, D. W., & Fowler, C. H. (2010). Comparing audio-supported text and explicit instruction on students' knowledge of accommodations, rights, and responsibilities. *Career Development for Exceptional Individuals, 33*(2), 115-124.
- Spooner, F., Algozzine, B., Wood, C. L., & Hicks, S. C. (2010). What we know and need to know about teacher education and special education. *Teacher Education and Special Education, 33* (1), 44-54.
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- Wood, C. L., Mabry, L. E., Kretlow, A. G., Lo, Y., & Galloway, T. W. (2009). Effects of preprinted response cards on students' participation and off-task behavior in a rural kindergarten classroom. *Rural Special Education Quarterly, 28*(2), 39-47.
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- Van Norman, R. K., & Wood, C. L. (2008). Effects of prerecorded sight words on the accuracy of tutor feedback. *Remedial and Special Education, 29*(2), 96-107.
- Van Norman, R. K., & Wood, C. L. (2007). Innovations in peer tutoring: Introduction to the special issue. *Intervention in School and Clinic, 43*(2). 69-70.

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Book Chapters

Thompson, J. L., Bethune, K. S., Wood, C. L., & Pugalee, D. K. (2014). Teaching grade-aligned math skills. In D. Browder & F. Spooner (Eds.), *MORE language arts, math, and science for students with severe disabilities*. Baltimore, MD: Paul H. Brookes.

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Anderson, M. A., Murphy, C. M., Allen, N. J., Wood, C. L., Silvestri, S. M., & Heward, W. L. (2006). Promoting maintenance and generalization of learning. In E. A. Boutot & M. Tincani (Eds.), *Autism spectrum disorder handouts: What parents need to know*. Austin, TX: PRO-ED. Reprinted 2009 in E. A. Boutot & M. Tincani (Eds.), *Autism encyclopedia: The complete guide to autism spectrum disorders*. Waco, TX: Prufrock Press.

Anderson, M. A., Silvestri, S. M., Allen, N. J., Murphy, C. M., Wood, C. L., & Heward, W. L. (2006). Assessing and teaching imitation skills. In E. A. Boutot & M. Tincani (Eds.), *Autism spectrum disorder handouts: What parents need to know*. Austin, TX: PRO-ED. Reprinted 2009 in E. A. Boutot & M. Tincani (Eds.), *Autism encyclopedia: The complete guide to autism spectrum disorders*. Waco, TX: Prufrock Press.

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Wood, C. L., Allen, N. J., Silvestri, S. M., Anderson, M. A., Murphy, C. M., & Heward, W. L. (2006). Using praise and approval effectively. In E. A. Boutot & M. Tincani (Eds.), *Autism spectrum disorder handouts: What parents need to know*. Austin, TX: PRO-ED. Reprinted 2009 in E. A. Boutot & M. Tincani (Eds.), *Autism encyclopedia: The complete guide to autism spectrum disorders*. Waco, TX: Prufrock Press.

Heward, W. L., & Wood, C. L. (2003). Thursday afternoons with Don: Selections from three teleconference seminars on applied behavior analysis. In K. S. Budd & T. Stokes (Eds.), *A small matter of proof: The legacy of Donald M. Baer*. Reno, NV: Context Press.

Other Publications

- Heward, W. L., & Wood, C. L. (2009). Let's make some noise! Using choral responding to increase the effectiveness of group instruction. In W. L. Heward's *Exceptional Children: An introduction to special education (9th ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall. Reprinted in 10th Edition, 2013.
- Kretlow, A. G., Mackiewicz, S. M., Wood, C. L., Mirabal, J. V., & Cooke, N. L. (2009). A talking photo album helps parents with limited English proficiency teach their children English. In W. L. Heward's *Exceptional Children: An introduction to special education (9th ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Wood, C. L., Bicard, D. F., Alber, S. A., & Hessler, T. L. (2006). Instructor's manual to accompany W. L. Heward's *Exceptional Children: An introduction to special education (8th ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Alber, S. R., Bicard, D. F., & Wood, C. L. (2006). Student study guide to accompany W. L. Heward's *Exceptional Children: An introduction to special education (8th ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.
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- Hessler, T. L., & Wood, C. L. (2006). Test bank to accompany W. L. Heward's *Exceptional Children: An introduction to special education (8th ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.