

SCHOLARLY PUBLICATIONS AND PRODUCTS

* = Master's or doctoral student or post-doctoral fellow co-author

Books

1. McLean, M., Hemmeter, M.L., & **Snyder, P.** (Eds.). (2013). *Essential elements for assessing infants and preschoolers with special needs*. Boston, MA: Pearson.
2. Hemmeter, M.L., Fox, L., & **Snyder, P.** (2014). *Teaching Pyramid observation tool manual – Research edition*. Baltimore: Brookes.

Book Chapters and Monographs

1. **Snyder, P.**, Bishop, C., & McLaughlin, T. (2017). Frameworks for guiding program focus and practices in early intervention. In J. M. Kauffman, D. P. Hallahan, and P.C. Pullen (Series Eds.) & M. Conroy (Section Ed.), *Handbook of special education: Section XII Early identification and intervention in exceptionality* (2nd ed., pp. 865-881). New York, NY: Routledge.
2. Winton, P.J., **Snyder, P.**, & Goffin, S. (2016). Beyond the status quo: Rethinking professional development for early childhood teachers. In L. Couse & S. Recchia (Eds.), *Handbook of early childhood teacher education* (pp. 54-68). New York: Routledge.
3. *Bishop, C., **Snyder, P.**, Algina, J., & Leite, W. (2016). Expanding frontiers in research design and methods in support of evidence-based practice in early childhood special education. In B. Reichow, B. Boyd, E. Barton, & S. Odom (Eds.), *Handbook of early childhood special education* (pp. 501-539). Cham, Switzerland: Springer International Publishing AG.
4. Snyder, P., & Ayankoya, B. (2015). Revising the Division for Early Childhood recommended practices: When, who, and how. In A. Santos (Series Ed.), *DEC recommended practices monograph series: Vol.1. DEC recommended practices: Enhancing services and supports for young children with disabilities and their families* (pp. 11-24). Los Angeles, CA: Division for Early Childhood.
5. McLaughlin, T., & **Snyder, P.** (2014). Teaching children social-emotional skills through embedded instruction. In J. E. Hart & K. J. Whalon (Eds.), *Friendship 101: Helping students build social competence, DADD Prism Monograph Series, 8*, 68-79.
6. Barton, E., Bishop, C., & **Snyder, P.** (2014). Quality instruction through complete learning trials: Blending intentional teaching with embedded instruction. In K. Pretti-Frontczak, J. Grisham-Brown, & L. Sullivan (Eds.), *Blended practices for all children. Young Exceptional Children Monograph, 16*, 73-96.

7. **Snyder, P.**, McLean, M., & Bailey, D.B. (2013). Types and technical characteristics of assessment instruments. In M. McLean, M.L. Hemmeter, & P. Snyder (Eds.), *Essential elements for assessing infants and preschoolers with special needs*. Boston, MA: Pearson.
8. **Snyder, P.**, *McLaughlin, T., & McLean, M. (2013). Recommended practices in assessment. In M. McLean, M.L. Hemmeter, & P. Snyder (Eds.), *Essential elements for assessing infants and preschoolers with special needs*. Boston, MA: Pearson.
9. Horn, E., **Snyder, P.**, & McLean, M. (2013). Assessment of adaptive behavior. In M. McLean, M.L. Hemmeter, & P. Snyder (Eds.), *Essential elements for assessing infants and preschoolers with special needs*. Boston, MA: Pearson.
10. **Snyder, P.**, Hemmeter, M.L., McLean, M.E., Sandall, S., & *McLaughlin, T. (2013). Embedded instruction to support early learning in response-to-intervention frameworks. In V. Buysse & E. Peisner-Feinberg (Eds.), *Handbook of response-to-intervention in early childhood* (pp. 283-298). Baltimore: Brookes.
11. Hemmeter, M.L., Fox, L., & **Snyder, P.** (2013). A tiered model for promoting social-emotional competence and addressing challenging behavior. In V. Buysse & E. Peisner-Feinberg (Eds.), *Handbook of response-to-intervention in early childhood* (pp. 85-101). Baltimore: Brookes.
12. **Snyder, P.**, *Crowe, C.D., & Crow, R. (2012). Responsive instructional leadership for early intervention. In J.B. Crockett, B.S. Billingsley, & M.L. Boscardin (Eds.), *Handbook of leadership and administration for special education* (pp. 315-336). New York: Taylor & Francis.
13. McLean, M.E., & **Snyder, P.A.** (Co-Editors). (2011). Gathering information to make informed decisions: Contemporary perspectives about assessment in early intervention and early childhood special education [Monograph]. *Young Exceptional Children Monograph, 13*, 1-206.
14. **Snyder, P.**, Denney, M., *Pasia, C., & *Rakap, S., & *Crowe, C. (2011). Professional development in early childhood intervention: Emerging issues and promising approaches. In C. Groark (Series Ed.) & L. Kaczmarek (Vol. Ed.), *Early childhood intervention: Shaping the future for children with special needs and their families: Vol. 3. Emerging trends in research and practice* (pp.169-204). Santa Barbara, CA: Praeger/ABC-CLIO.
15. **Snyder, P.**, *McLaughlin, T., & Denney, M. (2011). Frameworks for guiding program focus and practices in early intervention. In J. M. Kauffman & D. P. Hallahan (Series Eds.) & M. Conroy (Section Ed.), *Handbook of special education: Section XII Early identification and intervention in exceptionality* (pp. 716-730). New York, NY: Routledge.

16. Bruckner, C., McLean, M. E., & **Snyder, P.** (2011). Building a comprehensive assessment system in early intervention/early childhood special education. In C. J. Groark (Series Ed.) & S. Maude (Vol. Ed.), *Early childhood intervention: Shaping the future for children with special needs and their families: Vol. 2. Proven and promising practices in early intervention/early childhood special education* (pp. 109-136). Santa Barbara, CA: Praeger/ABC-CLIO.
17. **Snyder, P.**, & Wolfe, B. (2008). The big three process components in early childhood professional development: Needs assessment, follow-up, and evaluation. In P. Winton, J. McCollum, & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (pp. 13-51). Washington, DC: Zero to Three.
18. McLean, M., **Snyder, P.**, Priest, J., Goodman, L., Kahn, L., & Walsh, S. (2007). Program evaluation. *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Missoula, MT: Division for Early Childhood.
19. **Snyder, P.** (2006). Best-available research evidence: Impact on research in early childhood. In V. Buysse & P. Wesley (Eds.), *Evidence-based practice in the early childhood field* (pp. 35-70). Washington, DC: Zero to Three.
20. Smith, B.J., McLean, M.E., Sandall, S., **Snyder, P.**, & Broudy, A. (2005). DEC Recommended practices: Procedures and evidence-base used to establish them. In S. Sandall, M.E. McLean, & B.J. Smith (Eds.), *DEC Recommended Practices* (2nd ed.). Longmont, CO: Sopris West.
21. Hemmeter, M.L., Santos, R., **Snyder, P.**, Hyson, M., Harris, A., Bailey, D., Fewell, R., Bricker, D., & Farrell, A. (2005). National goals in early intervention. In K.C. Lakin & A. Turnbull (Eds.), *National goals for persons with intellectual and developmental disabilities* (pp. 15-38). Washington, DC: American Association on Mental Retardation.
22. Smith, B.J., McLean, M.E., Sandall, S., **Snyder, P.**, & Broudy, A. (2000). Methods and activities used to produce the DEC Recommended Practices. In S. Sandall, M.E. McLean, & B.J. Smith (Eds.), *DEC Recommended Practices* (pp. 107 – 114). Longmont, CO: Sopris West.
23. **Snyder, P.**, *Breath, D., & DeMauro, G. (1999). Positioning strategies for feeding and eating. In D. Koontz-Lowman & S.M. Murphy (Ed.), *The educator's guide to feeding children with disabilities* (pp. 65-109). Baltimore: Brookes.
24. **Snyder, P.**, & Wolfe, B. (1997). Needs assessment and evaluation in early intervention personnel preparation: Opportunities and challenges. In P. J. Winton, J. McCollum & C.

Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies* (pp. 127-171). Baltimore: Brookes.

25. Wolfe, B., & **Snyder, P.** (1997). Follow-up strategies: Ensuring that instruction makes a difference. In P. J. Winton, J. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies* (pp. 173-190). Baltimore: Brookes.
26. Sexton, J. D., **Snyder, P.**, Lobman, M., Kimbrough, P., & Matthews, K. (1997). A team-based model to improve early intervention programs: Linking preservice and inservice. In P. J. Winton, J. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies* (pp. 495-526). Baltimore: Brookes.
27. **Snyder, P.** (1991). Three reasons why stepwise methods should not be used by researchers. In B. Thompson (Ed.), *Advances in educational research: Substantive findings, methodological developments* (Vol. 1, pp. 99-106). Greenwich, CT: JAI Press.

Peer-Reviewed Publications and Journal Articles

1. Wang, F., Algina, J., Snyder, P., & Cox, M. (in press). Children's task-oriented patterns in early childhood: A latent transition analysis. *Early Childhood Research Quarterly*.
2. *Luo, E., Snyder, P., *Clark, C., & Hong, X. (in press). Preschool teachers' use of Pyramid Model practices in mainland China. *Infants and Young Children*.
3. Salisbury, C., Woods, J., Snyder, P., Modellmog, K., Mawdsley, H., Romano, M., & Windsor, K. (2017). Caregiver and provider experiences with coaching and embedded intervention. *Topics in Early Childhood Special Education*. Advance on-line publication. doi: 10.1177/0271121417708036
4. Wang, F., Algina, J., **Snyder, P.**, Cox, M., & the FLP Key Investigators (in press). *Children's task engagement during a challenging parent-child interaction task in toddlerhood and preschool*. Merrill Palmer Quarterly.
5. McLaughlin, T., Aspden, K., & **Snyder, P.** (2016). Intentional teaching as pathway to equity in early childhood education: Participation, quality, and equity. *New Zealand Journal of Educational Studies*, 51 (2), 175-195. doi: 10.1007/s40841-016-0062-z
6. McLaughlin, T*., **Snyder, P.**, & Algina, J. (2016). Using generalizability theory to examine the dependability of scores from the Learning Target Rating Scale. *Topics in Early Childhood Special Education*. Advance online publication. doi: 10.1177/0271121416669924
7. Hemmeter, M.L., **Snyder, P.**, Fox, L., & Algina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social-emotional competence in

- early childhood classrooms. *Topics in Early Childhood Special Education*, 36, 133-146. doi: 10.1177/0271121416653386
8. McLeod, B.D., Sutherland, K.S., Martinez, R., Conroy, M.A., **Snyder, P.**, & Southam-Gerow, M.A. (2016). Common practice elements to improve social, emotional, and behavioral outcomes of young children in early childhood classrooms. *Prevention Science*, 18, 204-213. doi: 10.1007/s11121-016-0703-y
 9. **Snyder, P.**, Hemmeter, M.L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education*, 35, 133-143.
 10. Bishop, C.D., **Snyder, P.**, & Crow, R. (2015). Impact of video self-monitoring with graduated training on implementation of embedded instruction learning trials. *Topics in Early Childhood Special Education*, 35, 170-182. Advance online publication. doi: 10.1177/0271121415594797
 11. **Snyder, P.**, *Rakap, S., Hemmeter, M.L., *McLaughlin, T., Sandall, S., & McLean, M. (2015). Naturalistic instructional approaches in early learning: A systematic review. *Journal of Early Intervention*, 37, 69-97. doi: 0.1177/1053815115595461
 12. *McLaughlin, T., **Snyder, P.**, & Algina, J. (2015). Characterizing early childhood disabilities in a nationally representative sample using functional profiles. *Exceptional Children*, 81, 471-488.
 13. *Shannon, D., **Snyder, P.**, & McLaughlin, T. (2015). Preschool teachers' insights about web-based self-coaching versus on-site expert coaching. *Professional Development in Education*, 41, 290-309. doi 10.1080/19415257.2014.986819
 14. Wang, F., Cox, M., Mills-Koonce, R., **Snyder, P.** (2015). Parental behaviors and beliefs, child temperament, and attachment disorganization. *Family Relations*, 64, 191-204.
 15. *Artman-Meeker, K., Hemmeter, M.L., & **Snyder, P.** (2014). Effects of distance coaching on teachers' use of Pyramid Model practices: A pilot study. *Infants and Young Children*, 27, 325-344.
 3. Ridgley, R., **Snyder, P.**, & McWilliam, R.A. (2014). Exploring type and amount of parent talk during individualized family service plan meetings. *Infants and Young Children*, 27, 345-358.
 16. *Rakap, S., **Snyder, P.**, & *Pasia, C. (2014). Comparison of nonoverlap methods for identifying treatment effect in single-subject experimental research. *Behavioral Disorders*, 39, 128-145.
 17. Diamond, K., Justice, L., Siegler, R., & **Snyder, P.** (2013). *Synthesis of IES*

research on early intervention and early childhood education. Washington, DC: National Center for Special Education Research, Institute of Education Sciences, US Department of Education. [NCSER (2013-3001) v-77]

18. **Snyder, P.**, Hemmeter, M.L., Fox, L., *Bishop, C., & Miller, D. (2013). Developing and gathering psychometric evidence for a fidelity instrument: The Teaching Pyramid Observation Tool-Pilot Version. *Journal of Early Intervention*, *35*, 150-172. doi: 10.1177/1053815113516794
19. **Snyder, P.**, Hemmeter, M.L., *Artman Meeker, K., *Kinder, K., *Pasia, C., & *McLaughlin, T. (2012). Characterizing key features of the early childhood professional development literature. *Infants and Young Children*, *25*, 188-212. doi: 10.1097/IYC.0b013e31825a1ebf
20. VanDerHeyden, A.M., *McLaughlin, T., Algina, J., & **Snyder, P.** (2012). Randomized evaluation of a supplemental grade-wide mathematics intervention. *American Educational Research Journal*, *49*, 1251-1284. doi:10.3102/0002831212462736
21. **Snyder, P.**, Hemmeter, M.L., & *McLaughlin, T. (2011). Professional development in early childhood intervention: Where we stand on the 25th anniversary of P.L. 99-457. *Journal of Early Intervention* (Special issue in honor of the 25th anniversary of IDEA's early childhood programs), *33*, 357-370.
22. McLean, M. & **Snyder, P.** (2011). From the editors (Gathering information to make informed decisions: Contemporary perspectives about assessment in early intervention and early childhood special education), *Young Exceptional Children Monograph*, *13*, v-ix.
23. **Snyder, P.** (2011). Implementing randomized controlled trials in preschool settings that include young children with disabilities: Considering the context of Strain and Bovey. *Topics in Early Childhood Special Education*, *31*, 162-165. doi: 10.1177/0271121411418005
24. Ridgley, R., **Snyder, P.**, McWilliam, R.A., & Davis, J.K. (2011). Development and initial validation of a professional development intervention to enhance the quality of individualized family service plans. *Infants and Young Children*, *24*, 309-328. doi: 10.1097/IYC.0b013e318229e54d
25. Fox, L., Hemmeter, M.L., **Snyder, P.**, Binder, D.P., & Clarke, S. (2011). Coaching early childhood special educators to implement a comprehensive model for promoting young children's social competence. *Topics in Early Childhood Special Education*, *31*, 178-192. doi:10.1177/0271121411404440

26. *McLaughlin, T., Denney, M., & **Snyder, P.**, & *Welsh, J. (2011). Behavior support interventions implemented by families of young children: Examination of contextual fit. *Journal of Positive Behavior Interventions*, *14*, 87-97. doi:10.1177/1098300711411305
27. VanDerHeyden, A.M., Broussard, C., **Snyder, P.**, George, J., Lafleur, S.M., & Williams, C. (2011). Measurement of kindergarteners' understanding of early mathematical concepts. *School Psychology Review*, *40*, 296-306.
28. Hemmeter, M.L., **Snyder, P.**, *Kinder, K., & *Artman, K. (2011). Impact of performance feedback delivered via electronic mail on preschool teachers' use of descriptive praise. *Early Childhood Research Quarterly*, *26*, 96-109.
29. Ridgley, R., & **Snyder, P.** (2010). Quantifying what occurs during early intervention home visits. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness*, *4* (1), 1-27.
30. Woods, J., & **Snyder, P.** (2009). Interdisciplinary doctoral leadership training in early intervention: Considerations for research and practice in the 21st century. *Infants and Young Children*, *33*, 32-43.
31. VanDerHeyden, A., & **Snyder, P.** (2009). Training adaptive skills within the context of multi-tiered intervention systems: Application of the instructional hierarchy. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness*, *3*, 143-156.
32. **Snyder, P.**, *Wixson, C., *Talapatra, D., & Roach, A. (2008). Assessment in early childhood: Instruction-focused strategies to support response-to-intervention frameworks. *Assessment for Effective Intervention*, *34*, 25-34.
33. **Snyder, P.**, Eason, J., *Philibert, D., *Ridgway, A., & *McCaughey, T. (2008). Reliability and validity of the Alberta Infant Motor Scale scores for a sample of infants at dual risk. *Physical and Occupational Therapy in Pediatrics*, *28*, 267-282.
34. VanDerHeyden, A., **Snyder, P.**, Broussard, C., & Ramsdell, K. (2007). Measuring response to early literacy intervention with preschoolers at risk. *Topics in Early Childhood Special Education*, *27*, 232-249.
35. Turnbull, A.P., Summers, J.A., Turnbull, R., Brotherson, M.J., Winton, P.J., Roberts, R., **Snyder, P.**, McWilliam, R., Chandler, L., Schrandt, S., Stowe, M., Bruder, M.B., DiVenere, N., Epley, P., Hornback, M., Huff, B., Miksch, P., Mitchell, L., Sharp, L., & Stroup-Rentier, V. (2007). Family supports and services in early intervention: A bold vision. *Journal of Early Intervention*, *29* (3), 187-206.
36. VanDerHeyden, A., & **Snyder, P.A.** (2006). Integrating early intervening frameworks from early childhood intervention and school psychology to accelerate growth for young children. *School Psychology Review*, *35*, 519-534. [Special series co-editor].

37. Buysse, V., Wesley, P., **Snyder, P.**, & Winton, P. (2006). Evidence-based practice: What does it really mean for the early childhood field? *Young Exceptional Children*, 9 (4), 2-11.
38. VanDerHeyden, A.M., **Snyder, P.**, *Smith, A., Sevin, B., & Koenig, J. (2005). Effects of complete learning trials on child engagement. *Topics in Early Childhood Special Education*, 25, 81-94.
39. Thompson, B., Diamond, K., McWilliam, R., **Snyder, P.**, & Snyder, S. (2005). Evaluating the quality of evidence from correlational research for evidence-based practice. *Exceptional Children*, 71, 181-194.
40. *Bose, M., Jarreau, P.C., Lawrence, L.W., & **Snyder, P.** (2003). Using cooperative learning in clinical laboratory science education. *Clinical Laboratory Science*, 16(4), 1-7.
41. **Snyder, P.**, & McWilliam, P.J. (2003). Using the case method of instruction effectively in early intervention personnel preparation. *Infants and Young Children*, 16, 284-295.
42. *Law-Morstatt, L., Judd, D.M., **Snyder, P.**, Baier, R.J., & Ramasubbareddy, D. (2003). Pacing as a treatment technique for transitional sucking patterns. *Journal of Perinatology*, 23, 483-488.
43. *Philibert, D., **Snyder, P.**, Judd, D., & Windsor, M. (2003). Practitioners' reading patterns, attitudes, and use of research reported in occupational therapy journals. *American Journal of Occupational Therapy*, 57, 450-458.
44. **Snyder, P.**, Thompson, B., McLean, M., & Smith, B. (2002). Examination of quantitative methods used in early intervention research: Linkages with recommended practices. *Journal of Early Intervention*, 25, 137-150.
45. Smith, B.J., Strain, P., **Snyder, P.**, Sandall, S., McLean, M., Ramsey, A.B., & Sumi, W.C. (2002). DEC Recommended Practices: A review of 9 years of EI/ECSE research literature. *Journal of Early Intervention*, 25, 108-119.
46. McLean, M., **Snyder, P.**, Smith, B., & Sandall, S. (2002). The DEC Recommended Practices in early intervention/early childhood special education: Social validation. *Journal of Early Intervention*, 25, 120-128.
47. Sexton, D., **Snyder, P.**, Lobman, M., & Daly, T. (2002). Comparing the developmentally appropriate practice (DAP) beliefs of practitioners in general and special early childhood service settings. *Teacher Education and Special Education*, 25, 247-261.
48. VanDerHeyden, A.M., **Snyder, P.**, DiCarlo, C. F., Stricklin, S. B., & Vagianos, L. A. (2002). Comparison of within-stimulus and extra-stimulus prompts to establish desired play behaviors in an inclusive early intervention program. *Behavior Analyst Today*, 3, 189-198.

49. *Murray, L., Judd, D., & **Snyder, P.** (2001). Evaluation of a post-professional master's program in allied health. *Journal of Allied Health, 30*, 223 - 228.
50. McWilliam, R.A., **Snyder, P.**, Harbin, G., Porter, P., & Munn, D. (2000). Professionals' and families' perceptions of family-centered practices in infant-toddler services. *Journal of Early Education and Development, 11*, 519 – 538.
51. **Snyder, P.** (2000). Editorial: Quantitative guidelines for the *Journal of Early Intervention*. *Journal of Early Intervention, 23*, 145 -150.
52. **Snyder, P.**, & McWilliam, P.J. (1999). Evaluating the efficacy of case-method instruction: Findings from preservice training in family-centered care. *Journal of Early Intervention, 22*, 114 - 125.
53. **Snyder, P.**, & Thompson, B. (1998). Use of tests of statistical significance and other analytic choices in a school psychology journal: Review of practices and suggested alternatives. *School Psychology Quarterly, 13*, 335–348. (Winner, 1999 American Psychological Association Division 16 Fellows Article of the Year Award)
54. *LaParo, K., Sexton, J.D., & **Snyder, P.** (1998). Program quality characteristics in segregated and inclusive early childhood settings. *Early Childhood Research Quarterly, 13*, 151-167.
55. Thompson, B., & **Snyder, P.** (1998). Statistical significance and reliability analyses in recent JCD research articles. *Journal of Counseling and Development, 76*, 436-441.
56. Crow, R.E., & **Snyder, P.** (1998). Organizational behavior management in early intervention: Status and implications for research and development. *Journal of Organizational Behavior Management, 18*, (2/3), 131-156.
57. Sexton, D., **Snyder, P.**, *Jardine, A., & Wadsworth, D., & *Ernest, J. (1998). Applying Q methodology to evaluate subjective judgments of early intervention effectiveness. *Topics in Early Childhood Special Education, 18*, (2), 95 - 107.
58. Adams, R.A., & **Snyder, P.** (1998). Treatments for cerebral palsy: Making choices of intervention from an expanding menu of options. *Infants and Young Children, 10* (4), 1-22.
59. Thompson, B., & **Snyder, P.** (1997). Statistical significance testing practices in the *Journal of Experimental Education*. *Journal of Experimental Education, 66* (1), 75-83.
60. *Breath, D., DeMauro, G.J. DeMauro, & **Snyder, P.** (1997). Adaptive sitting for young children with mild to moderate motor challenges: Basic guidelines. *Young Exceptional Children, 1* (1), 10-14.

61. Sexton, D., Lobman, M., Constans, T., **Snyder, P.**, & Ernest, J. (1997). Early interventionists' perspectives of multicultural practices with African-American families. *Exceptional Children*, 63, (3), 313-328.
62. Sexton, D., **Snyder, P.**, Wolfe, B., Lobman, M., *Stricklin, S., & *Akers, P. (1996). Early intervention inservice training strategies: Perceptions and suggestions from the field. *Exceptional Children*, 62, 115-126.
63. Burchinal, M. R., Bailey, D. B., & **Snyder, P.** (1994). Using growth curve analysis to evaluate child change in longitudinal investigations. *Journal of Early Intervention*, 18(4), 403-423.
64. **Snyder, P.**, Bailey, D. B., & Auer, C. (1994). Preschool eligibility determination under the Individuals with Disabilities Education Act: How are children with known or suspected learning disabilities determined to be eligible for services? *Journal of Early Intervention*, 18(4), 380-390.
65. Sexton, J. D., Aldridge, J., & **Snyder, P.** (1994). Family-driven early intervention. *Dimensions of Early Childhood*, 22(2), 14-19.
66. **Snyder, P.**, & Lawson, S. (1993). Evaluating results using corrected and uncorrected magnitude of effect size estimates. *Journal of Experimental Education*, 61, 334-349.
67. Sexton, D., **Snyder, P.**, Sharpton, W. R., & Stricklin, S. (1993). Position paper. Infants and toddlers with special needs and their families. *Childhood Education*, 68 (5), 278-286.
68. **Snyder, P.**, Lawson, S., Thompson, B., Stricklin, S., & Sexton, D. (1993). Evaluating the psychometric integrity of instruments used in early intervention research: The Battelle Developmental Inventory. *Topics in Early Childhood Special Education*, 13(2), 216-232.
69. **Snyder-Crow, P.**, Rheams, T., & Sexton, J. D. (1991). A review of the Early Screening Inventory [Monograph]. *Diagnostique*, 15, 63-74.
70. Fewell, R. R., **Snyder, P. A.**, Sexton, J. D., Bertrand, S., & Hockless, M. (1991). Implementing Individualized Family Service Plans in Louisiana: Different formats for family-centered practices under Part H. *Topics in Early Childhood Special Education*, 11(3), 54 - 65.
71. Sexton, D., **Snyder, P.**, Rheams, T., Barron-Sharp, B., & Perez, J. (1991). Considerations in using written surveys to identify family strengths and needs during the IFSP process. *Topics in Early Childhood Special Education*, 11(3), 81 - 91.
72. (Prior to 1990, Patricia Welge was the name used in professional publications and presentations)

73. Boyd, R., **Welge, P.**, Miller, J., & Sexton, D. (1989). Concurrent validity of the Battelle Developmental Inventory: Relationship with the Bayley Scales in young children with known or suspected disabilities. *Journal of the Division for Early Childhood, 13*(1), 14-23.

Book Reviews

1. **Snyder, P.** (1994). [Review of Educational research: Competencies for analysis and application (4th ed.)]. *Educational and Psychological Measurement, 54*(1), 232-244.
2. Sexton, J. D., & **Snyder, P.** (1994). [Review of DEC recommended practices]. *Dimensions of Early Childhood, 22*(2), 42-43.

Newsletters and Magazines

1. *McLaughlin, T., **Snyder, P.**, & Hemmeter, M.L. (2011). Using embedded instruction to support young children's learning. *Child Care Exchange, 53-56*.
2. **Snyder, P.**, Judd, D., & Norris, J. (2001). Early intervention: Creating meaningful connections for young children and their families. *Louisiana Journal of Allied Health, 3*, 4-9.
3. **Snyder, P.**, Daly, T., *Jardine, A., Lobman, M., *Shepherd, P., Beary, B., Garner, B., & Coghill, N. (1997). Evaluation of state child care staff training/career development projects. *Focus on Infancy, 9* (4), 1-3.
4. Sexton, D., & **Snyder, P.** (1992). Preparing personnel to meet the needs of infants/toddlers with disabilities and their families: One State's perspective. *Focus on Infancy, 4*(2), 1-2.
5. **Welge, P.**, Doody, P., Lobman, M., & LeParo, K. (1990). From theory to practice: Facilitating early language development with milieu intervention procedures. *LEEP Network News, 10*, 3-6.

Technical and Training Manuals and Reports

1. **Snyder, P.**, *McLaughlin, T., *Pasia, C., & Embedded Instruction for Early Learning Project. (2009). *Self-coaching orientation* [Trainer's Manual]. Unpublished manual. College of Education, University of Florida, Gainesville, FL.
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