

PATRICIA F. VADASY
Oregon Research Institute
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EDUCATION

2000 Ph.D., Curriculum and Instruction, Early Reading Instruction, College of Education, University of Washington, Seattle, WA

POSITIONS

2011- Oregon Research Institute: Seattle Satellite Office, Seattle, WA
Senior Research Scientist

2017- Influent Innovations, Eugene, OR
Senior Research Scientist

1989-2012 Washington Research Institute, Seattle, WA
Senior Researcher

RESEARCH

- Principal Investigator*
- NIH Phase II SBIR: *Sibtime: Media-enhanced technology for promoting the behavioral health and family relationships of typically developing young siblings*, 2023-2025
- Principal Investigator*
- NIH Phase I SBIR: *Sibtime: Media-enhanced technology for promoting the behavioral health and family relationships of typically developing young siblings*, 2020-2022
- Principal Investigator*
- NIH Phase II SBIR: *Talk STEM Familia: Dual language academic vocabulary technology to improve educational, career, and health outcomes among Latinx students*. 2020-2023
- Principal Investigator*
- Reading and Writing, Institute of Education Sciences, U.S Department of Education, 2018-2021
Malleable Instructional Factors Initial Phonics Instruction
- Principal Investigator*
- NIH Phase I SBIR: *TALK STEM Familia: A language acquisition smart speaker app to improve educational and health outcomes among Latino families*, 2018-2019
- Principal Investigator*
- NIH Phase I SBIR: *STEM Familia: A language acquisition mobile app to improve the long term educational and health outcomes among Latino families*, 2017-2018
- Principal Investigator*
- Cognitive and Student Learning, Institute of Education Sciences U.S. Department of Education, 2015-2018
Alphabet Instruction Details
Agency: Oregon Research Institute
 - English Language Learners, Institute of Education Sciences

- Co-Investigator* U.S. Department of Education, 2015-2020
Direct Instruction in Spoken English
Agency: Oregon Research Institute
- English Language Learners, Institute of Education Sciences
- Principal Investigator* U.S. Department of Education, 2011-2015
Efficacy of Early Vocabulary Connections
Agency: Oregon Research Institute (co-PI with Ron Nelson, UNL)
- Reading and Writing Research, Institute of Education Sciences
- Principal Investigator* U.S. Department of Education, 2010-2013
Efficacy of Rich Vocabulary Instruction
Agency: Washington Research Institute
- Early Childhood Special Education, Institute of Education Sciences
- Co-Principal Investigator* U.S. Department of Education, 2007-2010
Developing and Testing an Empirically Based Preschool Language and Literacy Curriculum for Children At-Risk
Agency: Oregon Research Institute (co-PI with Barb Gunn, ORI)
- Reading and Writing Research, Institute of Education Sciences
- Principal Investigator* U.S. Department of Education, 2007-2010
Efficacy of Sound Partners Tutoring for ELL Students
Agency: Washington Research Institute
- English Language Learners, Institute of Education Sciences
- Co-Principal Investigator* U.S. Department of Education, 2007-2009
Effects of a Supplementary Vocabulary Intervention for LEP Students
Agency: University of Nebraska-Lincoln (Co-PI with Ron Nelson, UNL)
- Reading and Writing Research, Institute of Education Sciences
- Co-Principal Investigator* U.S. Department of Education, 2005-2008
Read Well Kindergarten Evaluation
Agency: Oregon Research Institute (co-PI with Barb Gunn, ORI)
- Research on Reading Comprehension, Institute of Education Sciences
- Principal Investigator* U.S. Department of Education, 2004-2008
Quick Reads Efficacy Evaluation
Agency: Washington Research Institute
- Research in Education of Individuals with Disabilities
- Principal Investigator* U.S. Department of Education, 2003-2008
Field-Initiated Research
Kindergarten Phonics Tutoring
Agency: Washington Research Institute
- Outreach Projects for Children with Disabilities
- Principal Investigator* U.S. Department of Education, 2003-2007
Efficacy in Early Literacy Instruction
Agency: Washington Research Institute
- Model Demonstration for Children with Disabilities
- Principal Investigator* U.S. Department of Education, 2001-2006
Word Partners: One-to-One Tutoring in Advanced Decoding Strategies

Agency: Washington Research Institute

- Principal Investigator*
- Research in Education of Individuals with Disabilities
U.S. Department of Education, 1998-2004
Field-Initiated Research
Pre-referral Assessment and Tutoring Intervention
Agency: Washington Research Institute
- Principal Investigator*
- Research in Education of Individuals with Disabilities
U.S. Department of Education, 1997-2002
Sustainability of Promising Innovations
Agency: Washington Research Institute
- Principal Investigator*
- Research in Education of Individuals with Disabilities
U.S. Department of Education, 1993-1997
Including Children with Disabilities as a Part of Systemic Efforts to Restructure Schools
Agency: Washington Research Institute
- Principal Investigator*
- Office of Educational Research and Improvement
U.S. Department of Education, 1991-1992
Minority Students with Disabilities in the Small Rural School District
Agency: Washington Research Institute

JOURNAL REVIEWS

Reviewer for: **Ad hoc:** *American Educational Research Journal, Brain and Language, Child Development, Elementary School Journal, Journal of Educational Psychology, Journal of Special Education, Learning Disabilities Research and Practice, Reading and Writing: An Interdisciplinary Journal, Reading Psychology, Reading Research Quarterly, Remedial and Special Education, Review of Educational Research, Scientific Studies of Reading, Yearbook of the National Reading Conference*

Editorial Boards: *Reading Research Quarterly, Elementary School Journal, Reading Psychology.*

PROFESSIONAL SERVICE

Grant reviewer: Institute of Education Sciences, 2006-2010.
Office of Special Education Programs, 1993-2010.
Ad hoc: Office of Maternal and Child Health, U.S. Public Health Service, 1989; March of Dimes Research Grant Programs, 1988; National Institutes of Health (NIH), 2020-present.

Consulting: Academic adviser, Literacy Trust, New York City, 2021-

CURRICULA AND ASSESSMENTS

- Vadasy, P. F. (2013). *Sound Partners Kindergarten: A tutoring program in phonics-based early reading skills*. Longmont, CO: Sopris West.
- Vadasy, P. F., & Nelson, J. R. (2008). *Early vocabulary connections: Important words to know and spell*. Longmont, CO: Sopris West.
- Vadasy, P. F., Wayne, S., O'Connor, R., Jenkins, J. R., Pool, K., Firebaugh, M., & Peyton, J. (2005). *Sound Partners: A tutoring program in phonics-based early reading*. Longmont, CO: Sopris West.
- Nelson, J. R., & Vadasy, P. F. (2007). *Early vocabulary connections: First words to know and decode*. Longmont, CO: Sopris West.
- Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F. (1998, 2006). *Ladders to Literacy: A preschool activity book*. Baltimore, MD: Paul H. Brookes.
- O'Connor, R. E., Notari-Syverson, A., & Vadasy, P. F. (1998, 2006). *Ladders to Literacy: A kindergarten activity book*. Baltimore, MD: Paul H. Brookes.

BOOKS

- Meyer, D. J., Holl, E., & Vadasy, P. F. (2024). *Sibshops: Workshops for siblings of children with support needs*. Brookes.
- Vadasy, P. F., & Nelson, J. R. (2012). *Vocabulary instruction for struggling students*. New York: Guilford Press.
- O'Connor, R. E., & Vadasy, P. F. (Eds.). (2011). *Handbook of reading interventions*. New York: Guilford Press.
- Meyer, D. J., & Vadasy, P. F. (2008). *Sibshops: Workshops for siblings of children with special needs*. Revised edition. Baltimore: Brookes.
- Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F. (1998, 2006). *Ladders to Literacy: A preschool activity book*. Baltimore, MD: Paul H. Brookes.
- O'Connor, R. E., Notari-Syverson, A., & Vadasy, P. F. (1998, 2006). *Ladders to Literacy: A kindergarten activity book*. Baltimore, MD: Paul H. Brookes.
- Meyer, D.J., & Vadasy, P.F. (1996). *Living with a brother or sister with special needs: A book for sibs*. Seattle: University of Washington Press.
- Hawkins, D.J., Catalano, R. F., Brown, E. O., Vadasy, P. F., Roberts, C., Fitzmahon, D., et al. (1988). *Preparing for the drug (free) years: A family activity book*. Seattle, WA: Comprehensive Health Education Foundation.
- Fewell, R. R., & Vadasy, P. F. (Eds.) (1986). *Families of handicapped children: Needs and supports across the life span*. Austin, TX: Pro-Ed.

ARTICLES AND CHAPTERS

- Vadasy, P. F., & Sanders, E. A. (2023). Cognitive flexibility + phonics intervention effects on reading gains. *Reading Psychology*. Published online January 13, 2023. doi: <https://doi.org/10.1080/02702711.2023.2166636>
- Vadasy, P. F., Sanders, E. A., & Cartwright, K. B. (2022). Cognitive flexibility in beginning decoding and encoding. *Journal of Education for Students Placed at Risk*. Published online July 14, 2022. <https://doi.org/10.1080/10824669.2022.2098132>

- Chaparro, E. A., Smolkowski, K., Gunn, B., Dennis, C., & Vadasy, P. (2022). Evaluating the efficacy of an English language development program for middle school English learners. *Journal of Education for Students Placed at Risk*. Published online March 2, 2022. <https://doi.org/10.1080/10824669.2022.2045993>
- Vadasy, P. F., & Sanders, E. A. (2021). Introducing phonics to learners who struggle: content and embedded cognitive elements. *Reading and Writing: An Interdisciplinary Journal*, 34, 2059-2080. doi.org/10.1007/s11145-021-10134-9
- Vadasy, P. F., & Sanders, E. A. (2021). Introducing grapheme-phoneme correspondences (GPCs): exploring rate and complexity in phonics instruction for kindergarteners with limited literacy skills. *Reading and Writing: An Interdisciplinary Journal*, 34, 109-138. doi:10.1007/s11145-020-10064-y
- Roberts, T. A., Vadasy, P. F., & Sanders, E. A. (2019). Preschool instruction in letter names and sounds: Does contextualized or decontextualized instruction matter? *Reading Research Quarterly*, First published October <https://doi.org/10.1002/rrq.284>
- Roberts, T. A., Vadasy, P. F., & Sanders, E. A. (2019). Preschoolers' alphabet learning: Cognitive, teaching sequence, and English proficiency influences. *Reading Research Quarterly*, 54, 413-437. doi.10.1002/rrq.242
- Roberts, T. A., Vadasy, P. F., & Sanders, E. A. (2018). Preschoolers' alphabet learning: Letter name and sound instruction, cognitive processes, and English proficiency. *Early Childhood Research Quarterly*, 44, 257-274.
- Vadasy, P.F., & Sanders, E. A. (2016). Attention to orthographic and phonological word forms in vocabulary instruction for kindergarten English learners. *Reading Psychology*, 37, 833-866. doi: 10.1080/02702711.2015.1116477
- Vadasy, P. F., Sanders, E. A., & Nelson, J. R. (2015). Effectiveness of supplemental kindergarten vocabulary instruction for English learners: A randomized study of immediate and longer-term effects of two approaches. *Journal of Research on Educational Effectiveness*, 8, 490-529.
- Vadasy, P. F., Sanders, E. A., & Logan Herrera, B. (2015). Efficacy of rich vocabulary instruction in fourth and fifth grade classrooms. *Journal of Research on Educational Effectiveness*, 8, 325-365.
- Vadasy, P. F., & Sanders, E. A. (2015). Incremental learning of difficult words in story contexts: The role of spelling and pronouncing new vocabulary. *Reading and Writing: An Interdisciplinary Journal*, 28, 371-394.
- Vadasy, P. F., & Sanders, E., A. (2013). Two-year follow-up of a code-oriented intervention for lower-skilled first-graders: The influence of language status and word reading skills on

- third-grade literacy outcomes. *Reading and Writing: An Interdisciplinary Journal*, 26, 821-843.
- Vadasy, P.F., & Sanders, E.A. (2012). Two-year follow-up of a kindergarten phonics intervention for English learners and native English speakers: Contextualizing treatment impacts by classroom literacy instruction. *Journal of Educational Psychology*, 104, 987-1005. doi:1037/a0028163
- Nelson, J. R., Vadasy, P. F., & Sanders, E. A. (2013). Longer-term effects of a Tier 2 kindergarten vocabulary intervention for English learners. *Remedial and Special Education*, 34, 27-37. doi:1177/0741932511420739
- Vadasy, P.F. (2011). Cracking the code with supplemental tutoring. *Better Evidence-Based Education*, Fall, 10-11.
- Gunn, B., Vadasy, P.F., & Smolkowski, K. (2011). Instruction to help young children develop language and literacy skills: The roles of program design and instructional guidance. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 14, 157-173.
- Nelson, J. R., Vadasy, P. F., & Sanders, E. A. (2011). Efficacy of a Tier 2 supplemental root word vocabulary and decoding intervention with kindergarten Spanish-speaking English learners. *Journal of Literacy Research*, 43, 184-2011. doi: 10.1177/1086296X11403088
- Vadasy, P. F., & Sanders, E. A. (2011). Efficacy of supplemental phonics-based instruction for low-skilled first graders: How language minority status and pretest characteristics moderate treatment response. *Scientific Studies of Reading*, 15, 471-497. doi: 10.1080/10888438.2010.501091
- Vadasy, P. F., & Sanders, E. A. (2010). Efficacy of supplemental phonics-based instruction for low-skilled kindergarteners in the context of language minority status and classroom phonics instruction. *Journal of Educational Psychology*, 102(4), 786-803.
- Vadasy, P. F., & Sanders, E. A. (2009). Supplemental fluency intervention and determinants of reading outcomes. *Scientific Studies of Reading*, 13(5), 383-425.
- Vadasy, P. F., & Sanders, E. A. (2008a). Benefits of repeated reading intervention for low-achieving fourth- and fifth-grade students. *Remedial and Special Education*, 29, 235-249.
- Vadasy, P. F., & Sanders, E. A. (2008b). Code-oriented instruction for kindergarten students at risk for reading difficulties: A replication and comparison of instructional grouping. *Reading and Writing: An Interdisciplinary Journal*, 21, 929-963.
- Vadasy, P. F., & Sanders, E. A. (2008c). Individual tutoring for struggling readers: Moving research to scale with interventions implemented by paraeducators. In G. Reid, A. Fawcett, F. Manis, & L. Siegel (Eds.), *The SAGE handbook of dyslexia* (pp. 337-355).

London: Sage Publications.

- Vadasy, P. F., & Sanders, E. A. (2008d). Repeated reading intervention: Outcomes and interactions with readers' skills and classroom instruction. *Journal of Educational Psychology, 100*(2), 272-290.
- Vadasy, P. F., Sanders, E. A., & Abbott, R. D. (2008). Effects of supplemental early reading intervention at 2-year follow up: Reading skill growth patterns and predictors. *Scientific Studies of Reading, 12*(1), 51-89.
- Vadasy, P. F., Sanders, E. A., & Tudor, S. (2007). Effectiveness of paraeducator-supplemented individual instruction: Beyond basic decoding skills. *Journal of Learning Disabilities, 40*(6), 508-525.
- Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2006). Code-oriented instruction for kindergarten students at risk for reading difficulties: A randomized field trial with paraeducator implementers. *Journal of Educational Psychology, 98*(3), 508-528.
- Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2006). Paraeducator-supplemented instruction in structural analysis with text reading practice for second and third graders at risk for reading problems. *Remedial and Special Education, 27*(6), 365-378.
- Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2005). Relative effectiveness of reading practice or word-level instruction in supplemental tutoring: How text matters. *Journal of Learning Disabilities, 38*(4), 364-380.
- Jenkins, J. R., Vadasy, P. F., Peyton, J. A., & Sanders, E. A. (2004). Decodable text – What it is and where to find it. In *Preparing Reading Professionals: A Collection from the International Reading Association*. Newark, DE: International Reading Association.
- Jenkins, J. R., Peyton, J. A., Sanders, E. A., & Vadasy, P. F. (2004). Effects of reading decodable texts in supplemental first-grade tutoring. *Scientific Studies of Reading, 8*(1), 53-86.
- Jenkins, J. R., Antil, L. R., Wayne, S. K., & Vadasy, P. F. (2003). How cooperative learning works for special education and remedial students. *Exceptional Children, 69*(3), 279-292.
- Vadasy, P. F., Sanders, E. A., Jenkins, J. R., & Peyton, J. A. (2002). Timing and intensity of tutoring: A closer look at the conditions for effective literacy tutoring. *Learning Disabilities Research and Practice, 17*(4), 227-241.
- Jenkins, J. R., Vadasy, P. F., Firebaugh, M., & Proffitt, C. (2000). Tutoring first-grade struggling readers in phonological reading skills. *Learning Disabilities Research and Practice, 15*(2), 75-84.
- Vadasy, P. F., Jenkins, J. R., & Pool, K. (2000). Effects of tutoring in phonological and early reading skills on students at risk for reading disabilities. *Journal of Learning Disabilities, 33*(6), 579-590.

- Antil, L.R., Jenkins, J.R., Wayne, S.K., & Vadasy, P.F. (1998). Cooperative learning: Prevalence, conceptualizations, and the relation between research and practice. *American Educational Research Journal*, 35, 419-454.
- O'Connor, R. E., Notari-Syverson, A., & Vadasy, P. (1998). First-grade effects of teacher-led phonological activities in kindergarten for children with mild disabilities: A follow-up study. *Learning Disabilities Research and Practice*, 13(1), 43-52.
- Vadasy, P.F., Jenkins, J.R., Antil, L.R., Phillips, N.B., & Pool, K.P. (1997). The research to practice ball game: Classwide peer tutoring and teacher interest, implementation, and modifications. *Remedial and Special Education*, 18, 143-156.
- Vadasy, P. F., Jenkins, J. R., Antil, L. R., Wayne, S. K., & O'Connor, R. E. (1997a). Community-based early reading intervention for at-risk first graders. *Learning Disabilities: Research and Practice*, 12(1), 29-39.
- Vadasy, P. F., Jenkins, J. R., Antil, L. R., Wayne, S. K., & O'Connor, R. E. (1997b). The effectiveness of one-to-one tutoring by community tutors for at-risk beginning readers. *Learning Disability Quarterly*, 20(1), 126-139.
- O'Connor, R. E., Notari-Syverson, A., & Vadasy, P. F. (1996). *Ladders to literacy: The effects of teacher-led phonological activities for kindergarten children with and without disabilities*. *Exceptional Children*, 63(1), 117-130.
- Maddox, M., & Vadasy, P. F. (1995). Staff development for cultural diversity. Voices from a rural community. *Journal of Staff Development*, 16, 40-45.
- Vadasy, P. F., & Maddox, M. (1992). *The Yakima Equity Study: Conditions of Success for Migrant, Hispanic, and Native American Students in the Yakima Valley*. Washington Research Institute, Seattle, WA.
- Vadasy, P. F. (1991). *Parent aide and respite care programs: A profile of models for prevention and family support*. Washington Research Institute, Seattle, WA.
- Vadasy, P. F., Maddox, M., & Davidson, M. (1992). Equity and special education policy for minority students in small rural school districts. *Journal of Educational Issues of Language Minority Students*, 11, 233-250.
- Edgar, E., & Vadasy, P. F. (1990). *Research strategies to improve the outcome of secondary special education programs for mildly handicapped students: System support strategies*. Washington, DC: COSMOS Corporation.
- Fewell, R. R., & Vadasy P. F. (1989). Play as an intervention strategy with young children who are deaf-blind. In M. Bullis (Ed.), *Communication Skills Center Research Monograph*. Monmouth, OR: Teaching Research Division.
- Frey, K. S., Fewell, R. R., & Vadasy, P. F. (1989). Parental adjustment and changes in child outcomes among families of young handicapped children. *Topics in Early Childhood Special Education*, 8, 38-57.

- Vadasy, P. F. (1989). Child maltreatment and the early childhood special educator. *Topics in Early Childhood Special Education, 9*, 56-72.
- Finn, D., Fewell, R. R., & Vadasy, P. F. (1988). The play of young children who have dual sensory impairments. In M. Bullis and G. Fielding (Eds.), *Communication development in young children with deaf blindness: Literature review*, Monmouth, OR: Teaching Research Division.
- Fewell, R. R., & Vadasy, P. F. (1987). Measurement issues in studies of efficacy. *Topics in Early Childhood Special Education, 7*, 85-96.
- Mills, P. E., Vadasy, P. F., & Fewell, R. R. (1987). Preparing early childhood special educators for rural settings: An urban university approach. *Topics in Early Childhood Special Education, 7*, 59-74.
- Pruess, J. B., Vadasy, P. F., & Fewell, R. R. (1987). Language development in Down syndrome children: An overview of recent research. *Education and Training of the Mentally Retarded, 22*, 44-55.
- Vadasy, P. F. (1987). Children's health care: Brief report. Grandparents of children with special needs. *Children's Health Care, 16*, 21-23.
- Pruess, J. B., Vadasy, P. F., & Fewell, R. R. (1986). Affect, cognition, and play in young children with Down syndrome: An overview of recent research. *Journal of the Division for Early Childhood, 10*, 65-72.
- Romer, L. T., Busse, D. G., Fewell, R. R., & Vadasy, P. F. (1986). The relative effectiveness of special education teachers and peer tutors in instructing students with severe handicaps and deaf-blindness. *Education of the Visually Handicapped, 17*, 99-115.
- Sandall, S. R., Fewell, R. R., Schlater, A., & Vadasy, P. F. (1986). A computer-assisted program for underserved families. *Journal of the Division for Early Childhood, 10*, 216-223.
- Vadasy, P. F. (1986). Single mothers: A social phenomenon and population in need. In R. R. Fewell and P. F. Vadasy (Eds.), *Families of handicapped children: Needs and supports across the lifespan*. Austin, TX: PRO-ED.
- Vadasy, P. F., & Fewell, R. R. (1986). Mothers of deaf-blind children. In R. R. Fewell and P. F. Vadasy (Eds.), *Families of handicapped children: Needs and supports across the lifespan*. Austin, TX: PRO-ED.
- Vadasy, P. F., Fewell, R. R., Greenberg, M. T., Dermond, N. L., & Meyer, D. J. (1986). Follow-up evaluation of the effects of involvement in the Fathers Program. *Topics in Early Childhood Special Education, 6*, 16-31.

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- Vadasy, P. F., & Sandall, S. R. (1986). Putting computers to work for children with handicaps: Evaluating the delivery of personalized services to rural families. In D. Gentry and J. Olson (Eds.), *Research in Family Involvement Practices, Monograph III, The Family Support Network Series*. University of Idaho, Moscow, ID.
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- Meyer, D. J., Vadasy, P. F., Fewell, R. R., & Schell, G. (1985). *A handbook for the Fathers Program: How to organize a program for fathers and their handicapped children*. Seattle, WA: University of Washington Press.
- Vadasy, P. F., Fewell, R. R., Meyer, D. J., & Greenberg, M. T. (1985). Supporting fathers of handicapped young children: Preliminary findings of program effects. *Analysis and Intervention in Developmental Disabilities, 5*, 151-164.
- Vadasy, P. F., & Fewell, R. R. (1984). Predicting the futures of deaf-blind adolescents: Their living and vocational options. *Education of the Visually Handicapped, 16*, 12-19.
- Vadasy, P. F., Fewell, R. R., Meyer, D.J., & Schell, G. (1984). Siblings of handicapped children: A developmental perspective on family interactions. *Family Relations, 33*, 155-167.
- Vadasy, P. F., Fewell, R. R., Meyer, D. J., Schell, G., & Greenberg, M. T. (1984). Involved parents: Characteristics and resources of fathers and mothers of young handicapped children. *Journal for the Division of Early Childhood, 8*, 13-25.
- Meyer, D.J., Vadasy, P. F., Fewell, R. R., & Schell, G. (1982). Involving fathers of handicapped infants: Translating research into program goals. *Journal of the Division for Early Childhood, 5*, 64-72.
- Fewell, R.R., & Vadasy, P. F. (1983). *Learning through play*. Allen, TX: Developmental Learning Materials.
- Vadasy, P. F. (1982). Review of *Handbook of infant development*, edited by J.D. Osofsky. *Topics in Early Childhood Special Education, 2*, 80-83.