

Erik W. Carter

List of Publications by Year in descending order

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Version: 2024-02-01

204
papers

6,934
citations

47006

47
h-index

95266

68
g-index

218
all docs

218
docs citations

218
times ranked

2456
citing authors

#	ARTICLE	IF	CITATIONS
1	Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities. <i>Journal of Disability Policy Studies</i> , 2012, 23, 50-63.	1.5	380
2	Preparing Transition-Age Students with High-Functioning Autism Spectrum Disorders for Meaningful Work. <i>Psychology in the Schools</i> , 2012, 49, 988-1000.	1.8	142
3	Effects of Peer Support Interventions on Students' Access to the General Curriculum and Social Interactions. <i>Research and Practice for Persons With Severe Disabilities</i> , 2005, 30, 15-25.	1.4	129
4	Academic, Social, and Behavioral Characteristics of High School Students With Emotional Disturbances or Learning Disabilities. <i>Journal of Emotional and Behavioral Disorders</i> , 2006, 14, 108-117.	1.7	125
5	Factors Associated With the Early Work Experiences of Adolescents With Severe Disabilities. <i>Intellectual and Developmental Disabilities</i> , 2011, 49, 233-247.	1.1	125
6	Self-Determination Skills and Opportunities of Transition-Age Youth with Emotional Disturbance and Learning Disabilities. <i>Exceptional Children</i> , 2006, 72, 333-346.	2.2	124
7	Randomized Evaluation of Peer Support Arrangements to Support the Inclusion of High School Students With Severe Disabilities. <i>Exceptional Children</i> , 2016, 82, 209-233.	2.2	124
8	Peer Interactions and Academic Engagement of Youth With Developmental Disabilities in Inclusive Middle and High School Classrooms. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2008, 113, 479-494.	2.4	113
9	Increasing Social Interaction among Adolescents with Intellectual Disabilities and Their General Education Peers: Effective Interventions. <i>Research and Practice for Persons With Severe Disabilities</i> , 2005, 30, 179-193.	1.4	105
10	Social Interactions of Students with Disabilities Who Use Augmentative and Alternative Communication in Inclusive Classrooms. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2012, 117, 349-367.	1.6	104
11	Promoting Access to the General Curriculum Using Peer Support Strategies. <i>Research and Practice for Persons With Severe Disabilities</i> , 2006, 31, 284-292.	1.4	95
12	Peer Interactions of Students with Intellectual Disabilities and/or Autism: A Map of the Intervention Literature. <i>Research and Practice for Persons With Severe Disabilities</i> , 2010, 35, 63-79.	1.4	85
13	Family Quality of Life During the Transition to Adulthood for Individuals With Intellectual Disability and/or Autism Spectrum Disorders. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2015, 120, 395-411.	1.6	83
14	Quality of Life for Transition-Age Youth with Autism or Intellectual Disability. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 190-204.	2.7	83
15	Statewide Assessment of Professional Development Needs Related to Educating Students With Autism Spectrum Disorder. <i>Focus on Autism and Other Developmental Disabilities</i> , 2014, 29, 67-79.	1.3	81
16	Promoting Social Competence and Peer Relationships for Adolescents With Autism Spectrum Disorders. <i>Remedial and Special Education</i> , 2014, 35, 91-101.	2.3	80
17	A Systematic Review of Paraprofessional-Delivered Educational Practices to Improve Outcomes for Students with Intellectual and Developmental Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 2013, 38, 211-221.	1.4	79
18	Efficacy and Social Validity of Peer Support Arrangements for Adolescents with Disabilities. <i>Exceptional Children</i> , 2011, 78, 107-125.	2.2	78

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19	Factors Influencing Social Interaction Among High School Students With Intellectual Disabilities and Their General Education Peers. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2005, 110, 366.	2.4	77
20	Self-Determination Skills and Opportunities of Adolescents With Severe Intellectual and Developmental Disabilities. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2009, 114, 179-192.	1.6	75
21	Self-Determination Interventions for Students with and at Risk for Emotional and Behavioral Disorders: Mapping the Knowledge Base. <i>Behavioral Disorders</i> , 2011, 36, 100-116.	1.2	75
22	Parent Assessments of Self-determination Importance and Performance for Students with Autism or Intellectual Disability. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2013, 118, 16-31.	1.6	75
23	Instructional Practices, Priorities, and Preparedness for Educating Students With Autism and Intellectual Disability. <i>Focus on Autism and Other Developmental Disabilities</i> , 2019, 34, 3-14.	1.3	73
24	Student Risk Screening Scale. <i>Journal of Emotional and Behavioral Disorders</i> , 2008, 16, 178-190.	1.7	72
25	Promoting Self-Determination for Transition-Age Youth: Views of High School General and Special Educators. <i>Exceptional Children</i> , 2008, 75, 55-70.	2.2	71
26	Transition Assessment and Planning for Youth With Severe Intellectual and Developmental Disabilities. <i>Journal of Special Education</i> , 2014, 47, 245-255.	1.7	69
27	Presence, Proximity, and Peer Interactions of Adolescents With Severe Disabilities in General Education Classrooms. <i>Exceptional Children</i> , 2016, 82, 192-208.	2.2	69
28	Efficacy of Peer Networks to Increase Social Connections Among High School Students With and Without Autism Spectrum Disorder. <i>Exceptional Children</i> , 2015, 82, 96-116.	2.2	68
29	Systematic Review of Instructional Methods to Teach Employment Skills to Secondary Students With Intellectual and Developmental Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 2017, 42, 89-107.	1.4	68
30	Systematic Screening at the Middle School Level. <i>Journal of Emotional and Behavioral Disorders</i> , 2007, 15, 209-222.	1.7	67
31	Evaluation of a Multicomponent Intervention Package to Increase Summer Work Experiences for Transition-Age Youth with Severe Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 2009, 34, 1-12.	1.4	67
32	Self-Determination Prospects of Youth With High-Incidence Disabilities. <i>Journal of Emotional and Behavioral Disorders</i> , 2010, 18, 67-81.	1.7	65
33	Effects of a Professional Development Package to Prepare Special Education Paraprofessionals to Implement Evidence-Based Practice. <i>Journal of Special Education</i> , 2015, 49, 39-51.	1.7	65
34	Including High School Students with Severe Disabilities in General Education Classes: Perspectives of General and Special Educators, Paraprofessionals, and Administrators. <i>Research and Practice for Persons With Severe Disabilities</i> , 2006, 31, 174-185.	1.4	63
35	Promoting Social Interactions and Job Independence for College Students with Autism or Intellectual Disability: A Pilot Study. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 3583-3596.	2.7	63
36	Equipping Youth With Autism Spectrum Disorders for Adulthood. <i>Remedial and Special Education</i> , 2014, 35, 80-90.	2.3	62

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37	A Meta-Analysis of Educator Training to Improve Implementation of Interventions for Students With Disabilities. <i>Remedial and Special Education</i> , 2017, 38, 131-144.	2.3	61
38	Availability of and Access to Career Development Activities for Transition-Age Youth With Disabilities. <i>Career Development and Transition for Exceptional Individuals</i> , 2010, 33, 13-24.	1.9	60
39	The Promise and Possibilities of Community Conversations: Expanding Opportunities for People With Disabilities. <i>Journal of Disability Policy Studies</i> , 2018, 28, 195-202.	1.5	60
40	Systematic Review of Interventions Involving Aided AAC Modeling for Children With Complex Communication Needs. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2018, 123, 443-473.	1.6	58
41	A Framework for Research in Transition: Identifying Important Areas and Intersections for Future Study. <i>Career Development and Transition for Exceptional Individuals</i> , 2020, 43, 5-17.	3.1	58
42	Congregational Participation and Supports for Children and Adults with Disabilities: Parent Perceptions. <i>Intellectual and Developmental Disabilities</i> , 2013, 51, 48-61.	1.1	56
43	Increasing Access to General Education. <i>Remedial and Special Education</i> , 2004, 25, 342-352.	2.3	54
44	“What Are You Doing After School?” Intervention in School and Clinic, 2010, 45, 275-283.	1.0	54
45	Avoiding the “brick wall of awkward”: Perspectives of youth with autism spectrum disorder on social-focused intervention practices. <i>Autism</i> , 2016, 20, 196-206.	4.1	54
46	Peer Supports as an Alternative to Individually Assigned Paraprofessionals in Inclusive High School Classrooms. <i>Research and Practice for Persons With Severe Disabilities</i> , 2007, 32, 213-227.	1.4	53
47	Factors Influencing the Self-Determination of Transition-Age Youth With High-Incidence Disabilities. <i>Career Development and Transition for Exceptional Individuals</i> , 2008, 31, 115-125.	1.9	53
48	Known for My Strengths. <i>Research and Practice for Persons With Severe Disabilities</i> , 2015, 40, 101-119.	1.4	52
49	Efficacy of Peer Support Interventions in General Education Classrooms for High School Students With Autism Spectrum Disorder. <i>Remedial and Special Education</i> , 2017, 38, 207-221.	2.3	52
50	Summer Employment and Community Experiences of Transition-Age Youth with Severe Disabilities. <i>Exceptional Children</i> , 2010, 76, 194-212.	2.2	51
51	Promoting Peer Interactions in Inclusive Classrooms for Students Who Use Speech-Generating Devices. <i>Research and Practice for Persons With Severe Disabilities</i> , 2013, 38, 94-109.	1.4	50
52	Efficacy of Teachers Training Paraprofessionals to Implement Peer Support Arrangements. <i>Exceptional Children</i> , 2016, 82, 354-371.	2.2	50
53	Addressing the Needs of Adolescents With Autism Spectrum Disorder. <i>Exceptional Children</i> , 2015, 81, 329-349.	2.2	49
54	Perspectives of General and Special Educators on Fostering Self-Determination in Elementary and Middle Schools. <i>Journal of Special Education</i> , 2009, 43, 94-106.	1.7	48

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55	In Their Own Words: The Place of Faith in the Lives of Young People With Autism and Intellectual Disability. <i>Intellectual and Developmental Disabilities</i> , 2014, 52, 388-404.	1.1	48
56	Job Performance of Transition-Age Youth with Emotional and Behavioral Disorders. <i>Exceptional Children</i> , 2003, 69, 449-465.	2.2	47
57	Promoting Inclusion, Social Connections, and Learning Through Peer Support Arrangements. <i>Teaching Exceptional Children</i> , 2015, 48, 9-18.	1.0	47
58	Differences between High School Students Who Do and Do Not Volunteer to Participate in a Peer Interaction Program. <i>Research and Practice for Persons With Severe Disabilities</i> , 2001, 26, 229-239.	0.6	46
59	Implementation and Generalization of Peer Support Arrangements for Students With Severe Disabilities in Inclusive Classrooms. <i>Journal of Special Education</i> , 2016, 49, 221-232.	1.7	45
60	Supporting Transition-Age Youth With and At Risk for Emotional and Behavioral Disorders at the Secondary Level. <i>Journal of Emotional and Behavioral Disorders</i> , 2006, 14, 66-70.	1.7	44
61	Exploring School-Employer Partnerships to Expand Career Development and Early Work Experiences for Youth With Disabilities. <i>Career Development and Transition for Exceptional Individuals</i> , 2009, 32, 145-159.	1.9	44
62	The Voices of Parents. <i>Journal of Special Education</i> , 2016, 50, 164-177.	1.7	44
63	Efficacy and Social Validity of Peer Network Interventions for High School Students With Severe Disabilities. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2017, 122, 118-137.	1.6	44
64	Moving from Elementary to Middle School: Supporting a Smooth Transition for Students with Severe Disabilities. <i>Teaching Exceptional Children</i> , 2005, 37, 8-14.	1.0	43
65	Efficacy of Peer Support Arrangements to Increase Peer Interaction and AAC Use. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2017, 122, 25-48.	1.6	42
66	“œl Don't Have to Do This by Myself?œ•Parent-Led Community Conversations to Promote Inclusion. <i>Research and Practice for Persons With Severe Disabilities</i> , 2012, 37, 9-23.	1.4	41
67	Paraprofessional-Led Phonological Awareness Training With Youngsters at Risk for Reading and Behavioral Concerns. <i>Remedial and Special Education</i> , 2007, 28, 266-276.	2.3	38
68	Family Quality of Life and Its Correlates Among Parents of Children and Adults With Intellectual Disability. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2019, 124, 99-115.	1.6	36
69	Special Educators' Perceptions of Summer Employment and Community Participation Opportunities for Youth With Disabilities. <i>Career Development and Transition for Exceptional Individuals</i> , 2008, 31, 144-153.	1.9	35
70	Assessing the Transition-Related Strengths and Needs of Adolescents with High-Incidence Disabilities. <i>Exceptional Children</i> , 2009, 76, 74-94.	2.2	35
71	Effects of Peer Networks on the Social Interactions of High School Students With Autism Spectrum Disorders. <i>Research and Practice for Persons With Severe Disabilities</i> , 2014, 39, 100-118.	1.4	35
72	Supporting the Social Lives of Secondary Students With Severe Disabilities: Considerations for Effective Intervention. <i>Journal of Emotional and Behavioral Disorders</i> , 2018, 26, 52-61.	1.7	35

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73	Meaningful Work: Improving Employment Outcomes for Transition-Age Youth With Emotional and Behavioral Disorders. <i>Preventing School Failure</i> , 2005, 49, 63-69.	0.7	34
74	Access to the General Education Curriculum for Students with Significant Cognitive Disabilities. <i>Teaching Exceptional Children</i> , 2005, 38, 6-13.	1.0	32
75	Enhancing Peer Network Interventions for Students With Complex Communication Needs. <i>Exceptional Children</i> , 2018, 85, 66-85.	2.2	32
76	A Systematic Review of Interventions to Increase Peer Interactions for Students with Complex Communication Challenges. <i>Research and Practice for Persons With Severe Disabilities</i> , 2012, 37, 271-287.	1.4	31
77	CONNECTING YOUTH AND YOUNG ADULTS WITH AUTISM SPECTRUM DISORDERS TO COMMUNITY LIFE. <i>Psychology in the Schools</i> , 2013, 50, 888-898.	1.8	31
78	The Place of Peers in Peer-Mediated Interventions for Students With Intellectual Disability. <i>Remedial and Special Education</i> , 2016, 37, 345-356.	2.3	31
79	Accomplishing More Together. <i>Research and Practice for Persons With Severe Disabilities</i> , 2016, 41, 256-272.	1.4	31
80	Review of Interventions Supporting Secondary Students with Intellectual Disability in General Education Classes. <i>Research and Practice for Persons With Severe Disabilities</i> , 2019, 44, 103-121.	1.4	31
81	Supporting Inclusion and Flourishing in the Religious and Spiritual Lives of People With Intellectual and Developmental Disabilities. <i>Inclusion</i> , 2013, 1, 64-75.	1.3	30
82	A place of belonging: Research at the intersection of faith and disability. <i>Review & Expositor</i> , 2016, 113, 167-180.	0.1	30
83	Social Validity of Peer Interaction Intervention Strategies in High School Classrooms: Effectiveness, Feasibility, and Actual Use. <i>Exceptionality</i> , 2008, 16, 156-173.	1.5	29
84	Peer Network Strategies to Foster Social Connections among Adolescents with and without Severe Disabilities. <i>Teaching Exceptional Children</i> , 2013, 46, 51-59.	1.0	28
85	Examining Behavioral Risk and Academic Performance for Students Transitioning From Elementary to Middle School. <i>Journal of Positive Behavior Interventions</i> , 2015, 17, 39-49.	1.7	28
86	“Developing That Balance” Preparing and Supporting Special Education Teachers to Work With Paraprofessionals. <i>Teacher Education and Special Education</i> , 2019, 42, 117-131.	2.6	28
87	Factors Associated with Participation in Faith Communities for Individuals with Developmental Disabilities and Their Families. <i>Journal of Religion Disability and Health</i> , 2013, 17, 184-211.	0.3	27
88	Preparing Youth for the World of Work: Educator Perspectives on Pre-Employment Transition Services. <i>Career Development and Transition for Exceptional Individuals</i> , 0, , 216514342093866.	3.1	27
89	High School Peer Buddies. <i>Teaching Exceptional Children</i> , 2002, 35, 16-21.	1.0	26
90	Supporting Congregational Inclusion for Children and Youth With Disabilities and Their Families. <i>Exceptional Children</i> , 2016, 82, 372-389.	2.2	26

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91	Supporting Comprehensive, Integrated, Three-Tiered Models of Prevention in Schools. <i>Journal of Positive Behavior Interventions</i> , 2015, 17, 209-222.	1.7	25
92	Engaging Communities in Identifying Local Strategies for Expanding Integrated Employment During and After High School. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2016, 121, 398-418.	1.6	25
93	Informing and Equipping Parents of People With Intellectual and Developmental Disabilities. <i>Intellectual and Developmental Disabilities</i> , 2017, 55, 347-360.	1.1	25
94	Community-Based Summer Work Experiences of Adolescents With High-Incidence Disabilities. <i>Journal of Special Education</i> , 2011, 45, 89-103.	1.7	24
95	Initial Evidence for the Reliability and Validity of the Student Risk Screening Scale for Internalizing and Externalizing Behaviors at the Middle School Level. <i>Assessment for Effective Intervention</i> , 2013, 39, 24-38.	0.8	24
96	Motivations and Expectations of Peer Mentors Within Inclusive Higher Education Programs for Students With Intellectual Disability. <i>Career Development and Transition for Exceptional Individuals</i> , 2019, 42, 168-178.	3.1	24
97	Preparing Adolescents With High-Incidence Disabilities for High-Stakes Testing With Strategy Instruction. <i>Preventing School Failure</i> , 2005, 49, 55-62.	0.7	23
98	Supporting Students With Intellectual and Developmental Disabilities in Postsecondary Education: The Motivations and Experiences of Peer Mentors. <i>Inclusion</i> , 2016, 4, 75-88.	1.3	23
99	Family Perspectives on Integrated Employment for Adults with Intellectual and Developmental Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 2018, 43, 20-37.	1.4	23
100	Supporting Strong Transitions Remotely: Considerations and Complexities for Rural Communities During COVID-19. <i>Rural Special Education Quarterly</i> , 2020, 39, 220-232.	0.9	23
101	A Scoping Review of the Involvement of Children's Communication Partners in Aided Augmentative and Alternative Communication Modeling Interventions. <i>American Journal of Speech-Language Pathology</i> , 2019, 28, 743-758.	1.8	23
102	Community Conversations. <i>Career Development and Transition for Exceptional Individuals</i> , 2012, 35, 50-60.	3.1	22
103	The Promise and Practice of Peer Support Arrangements for Students With Intellectual and Developmental Disabilities. <i>International Review of Research in Developmental Disabilities</i> , 2017, 52, 141-174.	0.8	22
104	Congregational Participation of a National Sample of Adults With Intellectual and Developmental Disabilities. <i>Intellectual and Developmental Disabilities</i> , 2015, 53, 381-393.	1.1	21
105	Evaluating Inclusive Educational Practices for Students With Severe Disabilities Using the Program Quality Measurement Tool. <i>Journal of Special Education</i> , 2009, 42, 195-208.	1.7	20
106	Conversations That Matter. <i>Teaching Exceptional Children</i> , 2009, 41, 38-46.	1.0	20
107	Getting Everyone Involved. <i>Teaching Exceptional Children</i> , 2010, 43, 38-49.	1.0	19
108	Including Students With Disabilities in Positive Behavioral Interventions and Supports: Experiences and Perspectives of Special Educators. <i>Journal of Positive Behavior Interventions</i> , 2017, 19, 143-157.	1.7	19

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109	Religious and Spiritual Expressions of Young People with Intellectual and Developmental Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 2019, 44, 37-52.	1.4	19
110	Perspectives of pre-employment transition services providers on preparing youth with disabilities for employment. <i>Journal of Vocational Rehabilitation</i> , 2020, 53, 205-218.	0.9	19
111	Engaging Youth with and without Significant Disabilities in Inclusive. <i>Teaching Exceptional Children</i> , 2012, 44, 46-54.	1.0	18
112	Being Present versus Having a Presence: Dimensions of Belonging for young People with Disabilities and their Families. <i>Christian Education Journal</i> , 2016, 13, 127-146.	0.2	18
113	National Research Goals for Social Inclusion of People With IDD. <i>Inclusion</i> , 2015, 3, 211-218.	1.3	18
114	A Pilot Study Connecting Youth With Emotional or Behavioral Difficulties to Summer Work Experiences. <i>Career Development and Transition for Exceptional Individuals</i> , 2011, 34, 95-106.	1.9	17
115	Methodological Trends in Secondary Education and Transition Research. <i>Career Development and Transition for Exceptional Individuals</i> , 2013, 36, 15-24.	3.1	17
116	Assessing the Social Skills and Problem Behaviors of Adolescents With Severe Disabilities Enrolled in General Education Classes. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2016, 121, 327-345.	1.6	17
117	Facets of Faith: Spirituality, Religiosity, and Parents of Individuals With Intellectual Disability. <i>Intellectual and Developmental Disabilities</i> , 2019, 57, 512-526.	1.1	17
118	Paraprofessional Perspectives on Promoting Self-Determination among Elementary and Secondary Students with Severe Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 2011, 36, 1-10.	1.4	16
119	Paraprofessional Involvement in Self-Determination Instruction for Students with High-Incidence Disabilities. <i>Exceptional Children</i> , 2012, 78, 237-251.	2.2	16
120	Evidence-Based Special Education in the Context of Scarce Evidence-Based Practices. <i>Teaching Exceptional Children</i> , 2014, 47, 81-84.	1.0	16
121	Community Conversations on Integrated Employment: Examining Individualization, Influential Factors, and Impact. <i>Journal of Disability Policy Studies</i> , 2018, 28, 229-243.	1.5	16
122	Using Structural Analysis to Inform Peer Support Arrangements for High School Students With Severe Disabilities. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2018, 123, 119-139.	1.6	16
123	A Systematic Review of How Peer-Mediated Interventions Impact Students Without Disabilities. <i>Remedial and Special Education</i> , 2022, 43, 40-57.	2.3	16
124	After the Benediction: Walking Alongside People with Significant Disabilities and Their Families in Faith and Life. <i>Journal of Religion Disability and Health</i> , 2011, 15, 395-413.	0.3	15
125	Quality Learning Experiences, Self-Determination, and Academic Success. <i>Career Development and Transition for Exceptional Individuals</i> , 2012, 35, 85-96.	3.1	15
126	Attitudes of High School Students toward their Classmates with Severe Disabilities: a Pilot Study. <i>Journal of Developmental and Physical Disabilities</i> , 2016, 28, 523-538.	1.6	15

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127	Community Conversations on Faith and Disability: Identifying New Practices, Postures, and Partners for Congregations. <i>Pastoral Psychology</i> , 2017, 66, 575-594.	0.8	15
128	Teacher Expectations for Student Performance: Lessons Learned and Implications for Research and Practice. <i>Advances in Learning and Behavioral Disabilities</i> , 2012, , 95-129.	0.3	15
129	A Systematic Review of Informal Relationships Among Parents of Individuals With Intellectual Disability or Autism. <i>Research and Practice for Persons With Severe Disabilities</i> , 2016, 41, 173-190.	1.4	14
130	Peer Perspectives Within the Inclusive Postsecondary Education Movement: A Systematic Review. <i>Behavior Modification</i> , 2021, 45, 215-250.	1.6	13
131	Seeing strengths: Young adults and their siblings with autism or intellectual disability. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2020, 33, 574-583.	2.0	13
132	Video-Based Instruction to Promote Employment-Related Social Behaviors for High School Students With Intellectual Disability. <i>Inclusion</i> , 2018, 6, 175-193.	1.3	13
133	Pursuing Paid Employment for Youth with Severe Disabilities: Multiple Perspectives on Pressing Challenges. <i>Research and Practice for Persons With Severe Disabilities</i> , 2022, 47, 22-39.	1.4	13
134	Perspectives of Young Adults With Disabilities on Leadership. <i>Career Development and Transition for Exceptional Individuals</i> , 2011, 34, 57-67.	1.9	12
135	Quality Learning Experiences, Self-Determination, and Academic Success. <i>Career Development and Transition for Exceptional Individuals</i> , 2012, 35, 85-96.	3.1	12
136	Self-Determination among Transition-Age Youth with Autism or Intellectual Disability: Parent Perspectives. <i>Research and Practice for Persons With Severe Disabilities</i> , 2013, 38, 129-138.	1.4	12
137	Generalizability and Decision Studies to Inform Observational and Experimental Research in Classroom Settings. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2014, 119, 589-605.	1.6	12
138	Impact of Early Work Experiences on Subsequent Paid Employment for Young Adults With Disabilities. <i>Career Development and Transition for Exceptional Individuals</i> , 2018, 41, 212-222.	3.1	12
139	Exploring Feasibility and Fit: Peer-Mediated Interventions for High School Students With Autism Spectrum Disorders. <i>School Psychology Review</i> , 2019, 48, 157-169.	3.0	12
140	Review of Transition and Vocational Interventions for Youth and Adults with Autism Spectrum Disorder. <i>Review Journal of Autism and Developmental Disorders</i> , 2018, 5, 268-284.	3.4	11
141	Application of the World Caf� to Disability Issues: A Systematic Review. <i>Journal of Disability Policy Studies</i> , 2021, 32, 193-203.	1.5	11
142	Effects of a Collaborative Planning and Consultation Framework to Increase Participation of Students with Severe Disabilities in General Education Classes. <i>Research and Practice for Persons With Severe Disabilities</i> , 2021, 46, 35-52.	1.4	11
143	The other Three Months. <i>Teaching Exceptional Children</i> , 2009, 41, 18-26.	1.0	10
144	Community Conversations on Inclusive Higher Education for Students With Intellectual Disability. <i>Career Development and Transition for Exceptional Individuals</i> , 2019, 42, 29-42.	3.1	10

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145	Elevating the employment outcomes of transition-age youth with disabilities: Four decades of intervention research. <i>Journal of Vocational Rehabilitation</i> , 2022, 57, 1-21.	0.9	10
146	Summer Activities of Youth with High-Incidence Disabilities from High-Poverty Backgrounds. <i>Career Development and Transition for Exceptional Individuals</i> , 2004, 27, 27-42.	1.9	9
147	Reflections on the Special Issue. <i>Remedial and Special Education</i> , 2013, 34, 59-61.	2.3	9
148	Data-Driven Individualization in Peer-Mediated Interventions for Students with ASD: a Literature Review. <i>Review Journal of Autism and Developmental Disorders</i> , 2016, 3, 239-253.	3.4	9
149	“œ Never Truly Thought About Them Having Friends” Rural Special Education Quarterly, 2017, 36, 73-83.	0.9	9
150	Social Connections Among Siblings With and Without Intellectual Disability or Autism. <i>Intellectual and Developmental Disabilities</i> , 2020, 58, 19-33.	1.1	9
151	Transition supports: Equipping youth for adult life. <i>Journal of Vocational Rehabilitation</i> , 2011, 35, 177-180.	0.9	8
152	Perspectives of Adolescents With Disabilities on Summer Employment and Community Experiences. <i>Journal of Special Education</i> , 2011, 45, 157-170.	1.7	8
153	Administrator Views on Providing Self-Determination Instruction in Elementary and Secondary Schools. <i>Journal of Special Education</i> , 2015, 49, 52-64.	1.7	8
154	Social Outcomes and Acceptability of Two Peer-Mediated Interventions for High School Students With Severe Disabilities: A Pilot Study. <i>Inclusion</i> , 2016, 4, 195-214.	1.3	8
155	The TennesseeWorks Partnership: Elevating employment outcomes for people with intellectual and developmental disabilities. <i>Journal of Vocational Rehabilitation</i> , 2017, 47, 365-378.	0.9	8
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