

Erik W. Carter

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1030585/publications.pdf>

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	Perspectives on the Initial Adoption of Multitiered Systems of Support for Behavior. <i>Journal of Positive Behavior Interventions</i> , 2023, 25, 3-15.	1.7	1
2	Research on Disability and Congregational Inclusion: What We Know and Where We Might Go. <i>Journal of Disability and Religion</i> , 2023, 27, 179-209.	0.3	4
3	Student Perspectives on Implementation and Impact of Positive Behavioral Interventions and Supports (PBIS) in Their Middle Schools. <i>Journal of Positive Behavior Interventions</i> , 2023, 25, 131-144.	1.7	1
4	Systematic Review of Studies Addressing Computer-Assisted Instruction for Students with Visual Impairment. <i>Journal of Special Education Technology</i> , 2023, 38, 274-287.	2.2	2
5	Examining peer support arrangements for students with visual impairment. <i>British Journal of Visual Impairment</i> , 2022, 40, 222-239.	0.8	2
6	A Place of Belonging: Including Individuals With Significant Disabilities in Faith Communities. <i>Inclusive Practices</i> , 2022, 1, 6-12.	0.9	1
7	Parent Perspectives on Pre-Employment Transition Services for Youth With Disabilities. <i>Rehabilitation Counseling Bulletin</i> , 2022, 65, 266-278.	1.4	7
8	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
9	A Portrait of Peers Within Peer-Mediated Interventions: A Literature Review. <i>Focus on Autism and Other Developmental Disabilities</i> , 2022, 37, 71-82.	1.3	5
10	Addressing Accessibility Within the Church: Perspectives of People with Disabilities. <i>Journal of Religion and Health</i> , 2022, , 1.	1.7	3
11	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
12	Employment Interventions for Youth With Disabilities: A Review of Transition Practices and Partners. <i>Career Development and Transition for Exceptional Individuals</i> , 2022, 45, 154-169.	3.1	6
13	Examining the Transition Networks of Secondary Special Educators: An Explanatory Sequential Mixed Methods Study. <i>Remedial and Special Education</i> , 2022, 43, 375-391.	2.3	8
14	Addressing Transition Preparation in Middle and High Schools. , 2022, , 179-200.		0
15	Observing Inclusion in STEM Classes: Academic and Social Participation of Students With and Without Intellectual and Developmental Disabilities. <i>Inclusion</i> , 2022, 10, 1-18.	1.3	3
16	Faculty Perspectives on the Appeal and Impact of Including College Students With Intellectual Disability. <i>Inclusion</i> , 2022, 10, 71-86.	1.3	2
17	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
18	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

#	ARTICLE	IF	CITATIONS
19	Peer Perspectives Within the Inclusive Postsecondary Education Movement: A Systematic Review. Behavior Modification, 2021, 45, 215-250.	1.6	13
20	Effects of a Collaborative Planning and Consultation Framework to Increase Participation of Students with Severe Disabilities in General Education Classes. Research and Practice for Persons With Severe Disabilities, 2021, 46, 35-52.	1.4	11
21	Strengthening Transition Partnerships Through Community Conversation Events. Teaching Exceptional Children, 2021, 53, 359-368.	1.0	1
22	Equipped for Inclusion: Western Theological Seminary's Graduate Certificate in Disability and Ministry. Journal of Disability and Religion, 2021, 25, 261-278.	0.3	0
23	Community conversations on independent living: understanding the perspectives and support needs of persons with disabilities living in the southeast United States. Disability and Rehabilitation, 2021, , 1-10.	1.8	1
24	General Educators' Involvement in Interventions for Students With Intellectual Disability. Inclusion, 2021, 9, 134-150.	1.3	0
25	Examining school-community transition partnerships using community conversations. Journal of Vocational Rehabilitation, 2021, 55, 131-145.	0.9	6
26	Spirituality and supports for individuals with intellectual and developmental disabilities and their families.. , 2021, , 419-442.		7
27	Examining Growth Among College Students With Intellectual and Developmental Disability: A Longitudinal Study. Behavior Modification, 2021, 45, 324-348.	1.6	5
28	Friendships Through Inclusive Postsecondary Education Programs: Perspectives of Current and Former Students With Intellectual and Developmental Disabilities. Intellectual and Developmental Disabilities, 2021, 59, 487-501.	1.1	3
29	A Framework for Research in Transition: Identifying Important Areas and Intersections for Future Study. Career Development and Transition for Exceptional Individuals, 2020, 43, 5-17.	3.1	58
30	Supporting Strong Transitions Remotely: Considerations and Complexities for Rural Communities During COVID-19. Rural Special Education Quarterly, 2020, 39, 220-232.	0.9	23
31	Using Community Conversations to Inform Transition Education in Rural Communities. Journal of Special Education, 2020, , 002246692095033.	1.7	4
32	Building a Strong Future for a Journal in Transition. Career Development and Transition for Exceptional Individuals, 2020, 43, 3-4.	3.1	0
33	Social Connections Among Siblings With and Without Intellectual Disability or Autism. Intellectual and Developmental Disabilities, 2020, 58, 19-33.	1.1	9
34	Why Aren't Students With Severe Disabilities Being Placed in General Education Classrooms: Introduction to the Special Issue. Research and Practice for Persons With Severe Disabilities, 2020, 45, 3-3.	1.4	0
35	Seeing strengths: Young adults and their siblings with autism or intellectual disability. Journal of Applied Research in Intellectual Disabilities, 2020, 33, 574-583.	2.0	13
36	Perspectives of pre-employment transition services providers on preparing youth with disabilities for employment. Journal of Vocational Rehabilitation, 2020, 53, 205-218.	0.9	19

#	ARTICLE	IF	CITATIONS
37	Inclusive Higher Education for College Students with Intellectual Disability. , 2020, , 309-328.		3
38	The World Caf� as a methodology for examining disability issues: Review and recommendations. International Review of Research in Developmental Disabilities, 2020, 58, 107-155.	0.8	1
39	��Developing That Balance�� Preparing and Supporting Special Education Teachers to Work With Paraprofessionals. Teacher Education and Special Education, 2019, 42, 117-131.	2.6	28
40	Community Conversations on Inclusive Higher Education for Students With Intellectual Disability. Career Development and Transition for Exceptional Individuals, 2019, 42, 29-42.	3.1	10
41	Motivations and Expectations of Peer Mentors Within Inclusive Higher Education Programs for Students With Intellectual Disability. Career Development and Transition for Exceptional Individuals, 2019, 42, 168-178.	3.1	24
42	Employer views on school-business partnerships involving students with severe disabilities. Journal of Vocational Rehabilitation, 2019, 50, 365-377.	0.9	6
43	Review of Interventions Supporting Secondary Students with Intellectual Disability in General Education Classes. Research and Practice for Persons With Severe Disabilities, 2019, 44, 103-121.	1.4	31
44	Family Quality of Life and Its Correlates Among Parents of Children and Adults With Intellectual Disability. American Journal on Intellectual and Developmental Disabilities, 2019, 124, 99-115.	1.6	36
45	Religious and Spiritual Expressions of Young People with Intellectual and Developmental Disabilities. Research and Practice for Persons With Severe Disabilities, 2019, 44, 37-52.	1.4	19
46	Exploring Feasibility and Fit: Peer-Mediated Interventions for High School Students With Autism Spectrum Disorders. School Psychology Review, 2019, 48, 157-169.	3.0	12
47	Welcome Editorial. Career Development and Transition for Exceptional Individuals, 2019, 42, 75-76.	3.1	0
48	Facets of Faith: Spirituality, Religiosity, and Parents of Individuals With Intellectual Disability. Intellectual and Developmental Disabilities, 2019, 57, 512-526.	1.1	17
49	Instructional Practices, Priorities, and Preparedness for Educating Students With Autism and Intellectual Disability. Focus on Autism and Other Developmental Disabilities, 2019, 34, 3-14.	1.3	73
50	A Scoping Review of the Involvement of Children's Communication Partners in Aided Augmentative and Alternative Communication Modeling Interventions. American Journal of Speech-Language Pathology, 2019, 28, 743-758.	1.8	23
51	The Promise and Possibilities of Community Conversations: Expanding Opportunities for People With Disabilities. Journal of Disability Policy Studies, 2018, 28, 195-202.	1.5	60
52	Family Perspectives on Integrated Employment for Adults with Intellectual and Developmental Disabilities. Research and Practice for Persons With Severe Disabilities, 2018, 43, 20-37.	1.4	23
53	Supporting the Social Lives of Secondary Students With Severe Disabilities: Considerations for Effective Intervention. Journal of Emotional and Behavioral Disorders, 2018, 26, 52-61.	1.7	35
54	Impact of Early Work Experiences on Subsequent Paid Employment for Young Adults With Disabilities. Career Development and Transition for Exceptional Individuals, 2018, 41, 212-222.	3.1	12

#	ARTICLE	IF	CITATIONS
55	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
56	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
57	Enhancing Peer Network Interventions for Students With Complex Communication Needs. <i>Exceptional Children</i> , 2018, 85, 66-85.	2.2	32
58	Family Perspectives on the Appeals of and Alternatives to Sheltered Employment for Individuals with Severe Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 2018, 43, 145-164.	1.4	7
59	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
60	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
61	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
62	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
63	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
64	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
65	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
66	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
67	“œ Never Truly Thought About Them Having Friends” Rural Special Education Quarterly, 2017, 36, 73-83.	0.9	9
68	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
69	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
70	Using community conversations to expand employment opportunities of people with disabilities in rural and urban communities. <i>Journal of Vocational Rehabilitation</i> , 2017, 47, 65-78.	0.9	7
71	Informing and Equipping Parents of People With Intellectual and Developmental Disabilities. <i>Intellectual and Developmental Disabilities</i> , 2017, 55, 347-360.	1.1	25
72	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

#	ARTICLE	IF	CITATIONS
73	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
74	From Barriers to Belonging for People with Disabilities: Promising Pathways Toward Inclusive Ministry. , 2017, , 25-44.		1
75	Supporting Strong Transitions for Adolescents with Autism Spectrum Disorder. , 2017, , 171-195.		0
76	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
77	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
78	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
79	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
80	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
81	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
82	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
83	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
84	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
85	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
86	Accomplishing More Together. <i>Research and Practice for Persons With Severe Disabilities</i> , 2016, 41, 256-272.	1.4	31
87	Supporting Congregational Inclusion for Children and Youth With Disabilities and Their Families. <i>Exceptional Children</i> , 2016, 82, 372-389.	2.2	26
88	The Voices of Parents. <i>Journal of Special Education</i> , 2016, 50, 164-177.	1.7	44
89	A place of belonging: Research at the intersection of faith and disability. <i>Review & Expositor</i> , 2016, 113, 167-180.	0.1	30
90	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

#	ARTICLE	IF	CITATIONS
91	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
92	Efficacy of Teachers Training Paraprofessionals to Implement Peer Support Arrangements. <i>Exceptional Children</i> , 2016, 82, 354-371.	2.2	50
93	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
94	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
95	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
96	Relationships Matter: Addressing Stigma Among Children and Youth with Intellectual Disabilities and Their Peers. , 2016, , 149-164.		2
97	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
98	Supporting Comprehensive, Integrated, Three-Tiered Models of Prevention in Schools. <i>Journal of Positive Behavior Interventions</i> , 2015, 17, 209-222.	1.7	25
99	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
100	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
101	Promoting Inclusion, Social Connections, and Learning Through Peer Support Arrangements. <i>Teaching Exceptional Children</i> , 2015, 48, 9-18.	1.0	47
102	Known for My Strengths. <i>Research and Practice for Persons With Severe Disabilities</i> , 2015, 40, 101-119.	1.4	52
103	Addressing the Needs of Adolescents With Autism Spectrum Disorder. <i>Exceptional Children</i> , 2015, 81, 329-349.	2.2	49
104	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
105	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
106	Framing the Future. <i>Remedial and Special Education</i> , 2015, 36, 3-4.	2.3	0
107	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
108	National Research Goals for Social Inclusion of People With IDD. <i>Inclusion</i> , 2015, 3, 211-218.	1.3	18

#	ARTICLE	IF	CITATIONS
109	Statewide Assessment of Professional Development Needs Related to Educating Students With Autism Spectrum Disorder. Focus on Autism and Other Developmental Disabilities, 2014, 29, 67-79.	1.3	81
110	Building community capacity to advance employment: Putting faith to work. Journal of Vocational Rehabilitation, 2014, 40, 161-164.	0.9	5
111	Generalizability and Decision Studies to Inform Observational and Experimental Research in Classroom Settings. American Journal on Intellectual and Developmental Disabilities, 2014, 119, 589-605.	1.6	12
112	Promoting Social Competence and Peer Relationships for Adolescents With Autism Spectrum Disorders. Remedial and Special Education, 2014, 35, 91-101.	2.3	80
113	In Their Own Words: The Place of Faith in the Lives of Young People With Autism and Intellectual Disability. Intellectual and Developmental Disabilities, 2014, 52, 388-404.	1.1	48
114	Equipping Youth With Autism Spectrum Disorders for Adulthood. Remedial and Special Education, 2014, 35, 80-90.	2.3	62
115	Effects of Peer Networks on the Social Interactions of High School Students With Autism Spectrum Disorders. Research and Practice for Persons With Severe Disabilities, 2014, 39, 100-118.	1.4	35
116	Transition Assessment and Planning for Youth With Severe Intellectual and Developmental Disabilities. Journal of Special Education, 2014, 47, 245-255.	1.7	69
117	Evidence-Based Special Education in the Context of Scarce Evidence-Based Practices. Teaching Exceptional Children, 2014, 47, 81-84.	1.0	16
118	Factors Associated with Participation in Faith Communities for Individuals with Developmental Disabilities and Their Families. Journal of Religion Disability and Health, 2013, 17, 184-211.	0.3	27
119	Parent Assessments of Self-determination Importance and Performance for Students with Autism or Intellectual Disability. American Journal on Intellectual and Developmental Disabilities, 2013, 118, 16-31.	1.6	75
120	Supporting Inclusion and Flourishing in the Religious and Spiritual Lives of People With Intellectual and Developmental Disabilities. Inclusion, 2013, 1, 64-75.	1.3	30
121	Self-Determination among Transition-Age Youth with Autism or Intellectual Disability: Parent Perspectives. Research and Practice for Persons With Severe Disabilities, 2013, 38, 129-138.	1.4	12
122	Congregational Participation and Supports for Children and Adults with Disabilities: Parent Perceptions. Intellectual and Developmental Disabilities, 2013, 51, 48-61.	1.1	56
123	A Systematic Review of Paraprofessional-Delivered Educational Practices to Improve Outcomes for Students with Intellectual and Developmental Disabilities. Research and Practice for Persons With Severe Disabilities, 2013, 38, 211-221.	1.4	79
124	Initial Evidence for the Reliability and Validity of the Student Risk Screening Scale for Internalizing and Externalizing Behaviors at the Middle School Level. Assessment for Effective Intervention, 2013, 39, 24-38.	0.8	24
125	Methodological Trends in Secondary Education and Transition Research. Career Development and Transition for Exceptional Individuals, 2013, 36, 15-24.	3.1	17
126	CONNECTING YOUTH AND YOUNG ADULTS WITH AUTISM SPECTRUM DISORDERS TO COMMUNITY LIFE. Psychology in the Schools, 2013, 50, 888-898.	1.8	31

#	ARTICLE	IF	CITATIONS
127	Reflections on the Special Issue. Remedial and Special Education, 2013, 34, 59-61.	2.3	9
128	Promoting Peer Interactions in Inclusive Classrooms for Students Who Use Speech-Generating Devices. Research and Practice for Persons With Severe Disabilities, 2013, 38, 94-109.	1.4	50
129	Peer Network Strategies to Foster Social Connections among Adolescents with and without Severe Disabilities. Teaching Exceptional Children, 2013, 46, 51-59.	1.0	28
130	Self-Determination Among Transition-Age Youth With Autism or Intellectual Disability: Parent Perspectives. Research and Practice for Persons With Severe Disabilities, 2013, 38, 129-138.	0.3	8
131	Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities. Journal of Disability Policy Studies, 2012, 23, 50-63.	1.5	380
132	Social Interactions of Students with Disabilities Who Use Augmentative and Alternative Communication in Inclusive Classrooms. American Journal on Intellectual and Developmental Disabilities, 2012, 117, 349-367.	1.6	104
133	A Systematic Review of Interventions to Increase Peer Interactions for Students with Complex Communication Challenges. Research and Practice for Persons With Severe Disabilities, 2012, 37, 271-287.	1.4	31
134	Quality Learning Experiences, Self-Determination, and Academic Success. Career Development and Transition for Exceptional Individuals, 2012, 35, 85-96.	3.1	15
135	Community Conversations. Career Development and Transition for Exceptional Individuals, 2012, 35, 50-60.	3.1	22
136	Engaging Youth with and without Significant Disabilities in Inclusive. Teaching Exceptional Children, 2012, 44, 46-54.	1.0	18
137	Paraprofessional Involvement in Self-Determination Instruction for Students with High-Incidence Disabilities. Exceptional Children, 2012, 78, 237-251.	2.2	16
138	“œl Don't Have to Do This by Myself?œ•Parent-Led Community Conversations to Promote Inclusion. Research and Practice for Persons With Severe Disabilities, 2012, 37, 9-23.	1.4	41
139	Preparing TransitionœAge Students with HighœFunctioning Autism Spectrum Disorders for Meaningful Work. Psychology in the Schools, 2012, 49, 988-1000.	1.8	142
140	Parent Factors Related to Social Intervention Outcomes: Examining Immediate and Delayed Responders. Journal of Educational and Developmental Psychology, 2012, 2, .	0.2	1
141	Quality Learning Experiences, Self-Determination, and Academic Success. Career Development and Transition for Exceptional Individuals, 2012, 35, 85-96.	3.1	12
142	Teacher Expectations for Student Performance: Lessons Learned and Implications for Research and Practice. Advances in Learning and Behavioral Disabilities, 2012, , 95-129.	0.3	15
143	Transition supports: Equipping youth for adult life. Journal of Vocational Rehabilitation, 2011, 35, 177-180.	0.9	8
144	Self-Determination Interventions for Students with and at Risk for Emotional and Behavioral Disorders: Mapping the Knowledge Base. Behavioral Disorders, 2011, 36, 100-116.	1.2	75

#	ARTICLE	IF	CITATIONS
145	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
146	Efficacy and Social Validity of Peer Support Arrangements for Adolescents with Disabilities. <i>Exceptional Children</i> , 2011, 78, 107-125.	2.2	78
147	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
148	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
149	Community-Based Summer Work Experiences of Adolescents With High-Incidence Disabilities. <i>Journal of Special Education</i> , 2011, 45, 89-103.	1.7	24
150	Perspectives of Adolescents With Disabilities on Summer Employment and Community Experiences. <i>Journal of Special Education</i> , 2011, 45, 157-170.	1.7	8
151	Perspectives of Young Adults With Disabilities on Leadership. <i>Career Development and Transition for Exceptional Individuals</i> , 2011, 34, 57-67.	1.9	12
152	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
153	Getting Everyone Involved. <i>Teaching Exceptional Children</i> , 2010, 43, 38-49.	1.0	19
154	Summer Employment and Community Experiences of Transition-Age Youth with Severe Disabilities. <i>Exceptional Children</i> , 2010, 76, 194-212.	2.2	51
155	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
156	Self-Determination Prospects of Youth With High-Incidence Disabilities. <i>Journal of Emotional and Behavioral Disorders</i> , 2010, 18, 67-81.	1.7	65
157	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
158	Inclusive Christian Religious Education. <i>Journal of Religion Disability and Health</i> , 2010, 14, 111-112.	0.3	1
159	A Preview of the Issue. <i>Remedial and Special Education</i> , 2010, 31, 319-319.	2.3	0
160	Extending the Rigor, Relevance, and Reach of Remedial and Special Education. <i>Remedial and Special Education</i> , 2010, 31, 228-229.	2.3	1
161	A Preview of the Special Issue. <i>Remedial and Special Education</i> , 2010, 31, 411-411.	2.3	0
162	“What Are You Doing After School?” <i>Intervention in School and Clinic</i> , 2010, 45, 275-283.	1.0	54

#	ARTICLE	IF	CITATIONS
163	Inclusive Christian Religious Education, Part II. <i>Journal of Religion Disability and Health</i> , 2010, 14, 221-222.	0.3	1
164	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
165	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
166	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
167	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
168	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
169	Assessing the Transition-Related Strengths and Needs of Adolescents with High-Incidence Disabilities. <i>Exceptional Children</i> , 2009, 76, 74-94.	2.2	35
170	The other Three Months. <i>Teaching Exceptional Children</i> , 2009, 41, 18-26.	1.0	10
171	Conversations That Matter. <i>Teaching Exceptional Children</i> , 2009, 41, 38-46.	1.0	20
172	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
173	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
174	Student Risk Screening Scale. <i>Journal of Emotional and Behavioral Disorders</i> , 2008, 16, 178-190.	1.7	72
175	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
176	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
177	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
178	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
179	Systematic Screening at the Middle School Level. <i>Journal of Emotional and Behavioral Disorders</i> , 2007, 15, 209-222.	1.7	67
180	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

#	ARTICLE	IF	CITATIONS
181	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
182	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
183	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
184	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
185	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
186	Access to the General Education Curriculum for Students with Significant Cognitive Disabilities. <i>Teaching Exceptional Children</i> , 2005, 38, 6-13.	1.0	32
187	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
188	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
189	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
190	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
191	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
192	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
193	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
194	Increasing Access to General Education. <i>Remedial and Special Education</i> , 2004, 25, 342-352.	2.3	54
195	Job Performance of Transition-Age Youth with Emotional and Behavioral Disorders. <i>Exceptional Children</i> , 2003, 69, 449-465.	2.2	47
196	High School Peer Buddies. <i>Teaching Exceptional Children</i> , 2002, 35, 16-21.	1.0	26
197	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
198	Peer Support Interventions to Support Inclusive Schools. , 0, , .		4

#	ARTICLE	IF	CITATIONS
199	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
200	La Transición: parent perspectives on transition for Latino youth with intellectual and developmental disabilities. <i>Journal of Research in Special Educational Needs</i> , 0, , .	1.1	0
201	A Review of Computer-Assisted Instruction for Students With Visual Impairment. <i>Journal of Special Education</i> , 0, , 002246692110509.	1.7	0
202	Transition Education for Adolescents with Emotional and Behavioral Disorders. , 0, , .		0
203	How Do Peers Benefit From Peer-Mediated Interventions? Examining Impact Within Secondary and Postsecondary Programs. <i>Research and Practice for Persons With Severe Disabilities</i> , 0, , 154079692210933.	1.4	1
204	The Reciprocity of Peer-Mediated Interventions: Examining Outcomes for Peers. <i>School Psychology Review</i> , 0, , 1-13.	3.0	1