Diane M Browder

List of Publications by Year
in descending order

83 papers	3,341 citations	147566 31 h-index	161609 54 g-index
84 all docs	84 docs citations	84 times ranked	1065 citing authors

#	Article	IF	Citations
1	Teaching Listening Comprehension of Science e-Texts for Students With Moderate Intellectual Disability. Journal of Special Education Technology, 2020, 35, 272-285.	1.4	8
2	The Effects of a Computer-Aided Listening Comprehension Intervention on the Generalized Communication of Students With Autism Spectrum Disorder and Intellectual Disability. Journal of Special Education Technology, 2019, 34, 269-283.	1.4	8
3	An Updated Evidence-Based Practice Review on Teaching Mathematics to Students With Moderate and Severe Developmental Disabilities. Remedial and Special Education, 2019, 40, 150-165.	1.7	91
4	Algebraic Problem Solving for Middle School Students with Autism and Intellectual Disability. Exceptionality, 2019, 27, 118-132.	1.1	24
5	Teaching Students With Moderate Intellectual Disability to Solve Word Problems. Journal of Special Education, 2018, 51, 222-235.	1.2	38
6	Effects of a Story-Mapping Procedure Using the iPad on the Comprehension of Narrative Texts by Students With Autism Spectrum Disorder. Focus on Autism and Other Developmental Disabilities, 2017, 32, 243-255.	0.8	25
7	Schema-Based Instruction With Concrete and Virtual Manipulatives to Teach Problem Solving to Students With Autism. Remedial and Special Education, 2017, 38, 42-52.	1.7	73
8	Technology-Based Shared Story Reading for Students With Autism Who Are English-Language Learners. Journal of Special Education Technology, 2017, 32, 91-101.	1.4	19
9	Teacher Evaluation of Resources Designed for Adapting Mathematics for Students With Significant Cognitive Disabilities. Research and Practice for Persons With Severe Disabilities, 2016, 41, 132-137.	0.8	9
10	Systematic Instruction of Phonics Skills Using an iPad for Students With Developmental Disabilities Who Are AAC Users. Journal of Special Education, 2016, 50, 86-97.	1.2	38
11	Technology-Assisted Learning for Students with Moderate and Severe Developmental Disabilities. Advances in Higher Education and Professional Development Book Series, 2016, , 445-471.	0.1	0
12	Raising the Bar. Remedial and Special Education, 2015, 36, 28-32.	1.7	39
13	An Exploratory Study Using Science eTexts With Students With Autism Spectrum Disorder. Focus on Autism and Other Developmental Disabilities, 2015, 30, 86-99.	0.8	36
14	Teaching Students With Intellectual Disability to Use a Self-Questioning Strategy to Comprehend Social Studies Text for an Inclusive Setting. Research and Practice for Persons With Severe Disabilities, 2015, 40, 275-293.	0.8	29
15	Addressing the Academic Needs of Adolescents With Autism Spectrum Disorder in Secondary Education. Remedial and Special Education, 2014, 35, 68-79.	1.7	106
16	Improving Listening Comprehension Responses for Students With Moderate Intellectual Disability During Literacy Class. Research and Practice for Persons With Severe Disabilities, 2014, 39, 11-29.	0.8	25
17	Teaching social studies content to students with autism using a graphic organizer intervention. Research in Autism Spectrum Disorders, 2013, 7, 1075-1086.	0.8	31
18	Review of Experimental Research on Academic Learning by Students with Moderate and Severe Intellectual Disability in General Education. Research and Practice for Persons With Severe Disabilities, 2013, 38, 17-29.	0.8	66

#	Article	IF	Citations
19	Using Systematic Instruction and Graphic Organizers to Teach Science Concepts to Students With Autism Spectrum Disorders and Intellectual Disability. Focus on Autism and Other Developmental Disabilities, 2013, 28, 115-126.	0.8	64
20	Teaching Students with Moderate Intellectual Disability Who Are Emergent Readers to Comprehend Passages of Text. Exceptionality, 2013, 21, 191-206.	1.1	27
21	The Effects of a â€œTell-Show-Try-Applyâ€•Professional Development Package on Teachers of Students With Severe Developmental Disabilities. Teacher Education and Special Education, 2012, 35, 212-227.	1.6	30
22	Early Numeracy Instruction for Students with Moderate and Severe Developmental Disabilities. Research and Practice for Persons With Severe Disabilities, 2012, 37, 308-320.	0.8	33
23	Teaching Mathematics and Science Standards to Students With Moderate and Severe Developmental Disabilities. Journal of Special Education, 2012, 46, 26-35.	1.2	63
24	Using Read-Alouds of Grade-Level Biographies and Systematic Prompting to Promote Comprehension for Students With Moderate and Severe Developmental Disabilities. Focus on Autism and Other Developmental Disabilities, 2012, 27, 67-80.	0.8	71
25	Evidence-Based Practice for Teaching Academics to Students With Severe Developmental Disabilities. Remedial and Special Education, 2012, 33, 374-387.	1.7	123
26	Inclusive Inquiry Science Using Peer-Mediated Embedded Instruction for Students with Moderate Intellectual Disability. Exceptional Children, 2012, 78, 301-317.	1.4	80
27	A measure of emergent literacy for students with severe developmental disabilities. Psychology in the Schools, 2010, 47, 501-513.	1.1	19
28	An Exploratory Study of Self-Directed Science Concept Learning by Students with Moderate Intellectual Disabilities. Research and Practice for Persons With Severe Disabilities, 2009, 34, 33-46.	0.8	20
29	Teaching Emergent Literacy Skills Using Cultural Contextual Story-Based Lessons. Research and Practice for Persons With Severe Disabilities, 2009, 34, 102-112.	0.8	33
30	Links for Academic Learning (LAL): A Conceptual Model for Investigating Alignment of Alternate Assessments Based on Alternate Achievement Standards. Educational Measurement: Issues and Practice, 2009, 28, 25-37.	0.8	7
31	Models of Cognition for Students With Significant Cognitive Disabilities: Implications for Assessment. Review of Educational Research, 2009, 79, 301-326.	4.3	26
32	Facilitating participation in assessments and the general curriculum: level of symbolic communication classification for students with significant cognitive disabilities. Assessment in Education, 2008, 15, 137-151.	0.7	8
33	A Meta-Analysis on Teaching Mathematics to Students with Significant Cognitive Disabilities. Exceptional Children, 2008, 74, 407-432.	1.4	170
34	Evaluation of the Effectiveness of an Early Literacy Program for Students with Significant Developmental Disabilities. Exceptional Children, 2008, 75, 33-52.	1.4	91
35	Teaching Elementary Students with Multiple Disabilities to Participate in Shared Stories. Research and Practice for Persons With Severe Disabilities, 2008, 33, 3-12.	0.8	72
36	Creating Access to the General Curriculum With Links to Grade-Level Content for Students With Significant Cognitive Disabilities. Journal of Special Education, 2007, 41, 2-16.	1.2	66

#	ARTICLE	IF	CITATIONS
37	Training Teachers to Follow a Task Analysis to Engage Middle School Students With Moderate and Severe Developmental Disabilities in Grade-Appropriate Literature. Focus on Autism and Other Developmental Disabilities, 2007, 22, 206-219.	0.8	96
38	Measuring the Enacted Curriculum for Students With Significant Cognitive Disabilities. Assessment for Effective Intervention, 2007, 33, 29-38.	0.6	10
39	Review of Studies with Students with Significant Cognitive Disabilities Which Link to Science Standards. Research and Practice for Persons With Severe Disabilities, 2007, 32, 43-49.	0.8	61
40	Effects of Training in Universal Design for Learning on Lesson Plan Development. Remedial and Special Education, 2007, 28, 108-116.	1.7	114
41	Research on Reading Instruction for Individuals with Significant Cognitive Disabilities. Exceptional Children, 2006, 72, 392-408.	1.4	292
42	Aligning Instruction with Academic Content Standards: Finding the Link. Research and Practice for Persons With Severe Disabilities, 2006, 31, 309-321.	0.8	64
43	The Impact of Teacher Training on State Alternate Assessment Scores. Exceptional Children, 2005, 71, 267-282.	1.4	27
44	Current Practices in Alternate Assessment and Access to the General Curriculum for Students with Severe Disabilities in the United States of America. Australasian Journal of Special Education, 2004, 28, 17-29.	0.8	2
45	Evidence-Based Practices for Students with Severe Disabilities and the Requirement for Accountability in â€œNo Child Left Behindâ€. Journal of Special Education, 2003, 37, 157-163.	1.2	72
46	Scientifically Based Research in Education and Students with Low Incidence Disabilities. Research and Practice for Persons With Severe Disabilities, 2003, 28, 117-125.	0.8	17
47	Comparison of the Effects of Spanish and English Constant Time Delay Instruction on Sight Word Reading by Hispanic Learners with Mental Retardation. Journal of Special Education, 2002, 36, 171-186.	1.2	24
48	Writing Lesson Plans for Promoting Self-Determination. Teaching Exceptional Children, 2002, 35, 8-14.	0.8	73
49	Preparing staff to enhance active participation of adults with severe disabilities by offering choice and prompting performance during a community purchasing activity. Research in Developmental Disabilities, 2001, 22, 1-20.	1.2	60
50	Reviewing Resources on Self-Determination. Remedial and Special Education, 2001, 22, 233-244.	1.7	46
51	Guidelines for Conducting Socially Valid Systematic Preference Assessments. Research and Practice for Persons With Severe Disabilities, 2000, 25, 42-53.	0.6	21
52	Teaching Money Skills to Individuals with Mental Retardation. Remedial and Special Education, 1999, 20, 297-308.	1.7	32
53	Title is missing!. Journal of Behavioral Education, 1998, 8, 81-102.	0.9	3
54	A Meta-Analysis and Review of Sight Word Research and Its Implications for Teaching Functional Reading to Individuals with Moderate and Severe Disabilities. Journal of Special Education, 1998, 32, 130-153.	1.2	128

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55	Empirically Based Methods to Assess the Preferences of Individuals With Severe Disabilities. American Journal on Intellectual and Developmental Disabilites, 1998, 103, 146.	2.7	62
56	Enhancing Choice and Participation for Adults with Severe Disabilities in Community-Based Instruction. Research and Practice for Persons With Severe Disabilities, 1998, 23, 252-260.	0.6	37
57	Educating Students with Severe Disabilities. Journal of Special Education, 1997, 31, 137-144.	1.2	11
58	Title is missing!. Journal of Behavioral Education, 1997, 7, 421-434.	0.9	2
59	Title is missing!. Journal of Behavioral Education, 1997, 7, 519-528.	0.9	29
60	Functional reading for students with developmental disabilities who are linguistically diverse. Journal of Behavioral Education, 1996, 6, 25-33.	0.9	1
61	INTERSPERSAL OF KNOWN ITEMS IN A TREATMENT PACKAGE TO TEACH SIGHT WORDS TO STUDENTS WITH BEHAVIOR DISORDERS. Journal of Special Education, 1996, 29, 400-413.	1.2	35
62	Conversion from Sheltered to Integrated Employment. Journal of Vocational Rehabilitation, 1994, 4, 255-264.	0.5	3
63	Multicultural Life Skills Assessment of Individuals with Severe Disabilities. Research and Practice for Persons With Severe Disabilities, 1994, 19, 130-138.	0.6	6
64	Assessing choice-making and preference in adults with profound mental retardation across community and center-based settings. Journal of Behavioral Education, 1994, 4, 217-226.	0.9	19
65	Guidelines for flash card instruction. Journal of Behavioral Education, 1993, 3, 235-245.	0.9	9
66	Increasing the efficiency of instruction for a person with severe disabilities: The applicability of Fitts' law in predicting response time. Journal of Behavioral Education, 1993, 3, 247-258.	0.9	4
67	Comparison of sight word training procedures with validation of the most practical procedure in teaching reading for daily living. Research in Developmental Disabilities, 1993, 14, 107-127.	1.2	28
68	EFFECTS OF COMMUNITY AND CENTER-BASED SETTINGS ON THE ALERTNESS OF PERSONS WITH PROFOUND MENTAL RETARDATION. Journal of Applied Behavior Analysis, 1993, 26, 401-402.	2.2	16
69	Review of research on sight word instruction. Research in Developmental Disabilities, 1991, 12, 203-228.	1.2	55
70	A comparison of stimulus shaping, stimulus fading, time delay and trial and error to teach visual discrimination of sight words to subjects with developmental disabilities. International Journal of Rehabilitation Research, 1990, 13, 71-74.	0.7	1
71	Behavioral Assessment. , 1990, , 93-122.		3
72	Effects of experimenter surveillance on reactive self-monitoring. Research in Developmental Disabilities, 1989, 10, 171-182.	1.2	4

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73	Reduction of Stereotypy Via Instruction of Alternative Leisure Behavior. School Psychology Review, 1988, 17, 156-165.	1.8	4
74	Data-Based Teacher Supervision: Evaluating Task Analytic Instruction. Journal of Special Education Technology, 1987, 9, 9-18.	1.4	1
75	Analysis of demand conditions associated with stereotypy. Journal of Behavior Therapy and Experimental Psychiatry, 1987, 18, 25-31.	0.6	44
76	Self-management by teachers: Improving instructional decision making.. Professional School Psychology, 1986, 1, 165-175.	0.4	28
77	Community-Referenced Instruction: Research and Issues. Research and Practice for Persons With Severe Disabilities, 1986, 11, 1-11.	0.6	45
78	A New Curriculum for Tommy. Teaching Exceptional Children, 1986, 18, 261-265.	0.8	3
79	Applications of Self-Management to Individuals with Severe Handicaps: A Review. Research and Practice for Persons With Severe Disabilities, 1985, 10, 200-208.	0.6	60
80	Increasing academic productivity of severely multi-handicapped children with self-management: Idiosyncratic effects. Analysis and Intervention in Developmental Disabilities, 1984, 4, 171-188.	0.8	18
81	Curriculum Development for the Severely Handicapped Student. Journal of Special Education Technology, 1982, 5, 43-49.	1.4	1
82	Using Principles of High Quality Instruction in the General Education Classroom to Provide Access to the General Education Curriculum. , 0, , .		2
83	Technology-Assisted Learning for Students with Moderate and Severe Developmental Disabilities. , 0, , 925-952.		0