

Samantha G Daley

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1067593/publications.pdf>

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14
papers

308
citations

1040056

9
h-index

996975

15
g-index

15
all docs

15
docs citations

15
times ranked

228
citing authors

#	ARTICLE	IF	CITATIONS
1	How motivation and engagement predict reading comprehension among native English-speaking and English-learning middle school students with disabilities in a remedial reading curriculum. <i>Learning and Individual Differences</i> , 2014, 36, 76-83.	2.7	62
2	Universal Design for Learning and elementary school science: Exploring the efficacy, use, and perceptions of a web-based science notebook.. <i>Journal of Educational Psychology</i> , 2013, 105, 1210-1225.	2.9	57
3	Providing Access to Engagement in Learning: The Potential of Universal Design for Learning in Museum Design. <i>Curator</i> , 2013, 56, 307-321.	0.6	31
4	Do writing motivational beliefs predict middle school students' writing performance?. <i>Journal of Research in Reading</i> , 2018, 41, 642-656.	2.0	27
5	Stigma Consciousness Among Adolescents With Learning Disabilities: Considering Individual Experiences of Being Stereotyped. <i>Learning Disability Quarterly</i> , 2018, 41, 200-212.	1.3	25
6	Emotional responses during reading: Physiological responses predict real-time reading comprehension.. <i>Journal of Educational Psychology</i> , 2014, 106, 132-143.	2.9	23
7	Beyond performance data: Improving student help seeking by collecting and displaying influential data in an online middle school science curriculum. <i>British Journal of Educational Technology</i> , 2016, 47, 121-134.	6.3	17
8	Motivation for reading among struggling middle school readers: A mixed methods study. <i>Learning and Individual Differences</i> , 2016, 49, 260-269.	2.7	15
9	Students With Disabilities in Social and Emotional Learning Interventions: A Systematic Review. <i>Remedial and Special Education</i> , 2021, 42, 384-397.	2.3	13
10	Researching the Practice, Practicing the Research, and Promoting Responsible Policy: Usable Knowledge in Mind, Brain, and Education. <i>Mind, Brain, and Education</i> , 2009, 3, 65-67.	1.9	9
11	Behavioral Engagement among Adolescents with Reading Difficulties: The Role of Active Involvement in a Universally Designed Digital Literacy Platform. <i>Reading and Writing Quarterly</i> , 2020, 36, 278-295.	1.4	9
12	Let the Questions Be Your Guide: MBE as Interdisciplinary Science. <i>Mind, Brain, and Education</i> , 2011, 5, 153-162.	1.9	7
13	Using an Autonomy-Oriented Learning Environment for Struggling Readers. <i>Elementary School Journal</i> , 2019, 120, 176-196.	1.4	6
14	Shared Knowledge between Reading and Writing among Middle School Adolescent Readers. <i>Elementary School Journal</i> , 2020, 120, 507-527.	1.4	5