

Thomas E Scruggs

List of Publications by Citations

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177
papers

6,746
citations

42
h-index

75
g-index

186
ext. papers

7,192
ext. citations

1.8
avg, IF

5.74
L-index

| # | Paper | IF | Citations |
|-----|---|------|-----------|
| 177 | The Quantitative Synthesis of Single-Subject Research: Methodology and Validation. <i>Remedial and Special Education</i> , 1987 , 8, 24-33 | 2.1 | 622 |
| 176 | Summarizing single-subject research. Issues and applications. <i>Behavior Modification</i> , 1998 , 22, 221-42 | 2.5 | 438 |
| 175 | Teacher Perceptions of Mainstreaming/Inclusion, 1958-1995: A Research Synthesis. <i>Exceptional Children</i> , 1996 , 63, 59-74 | 2.7 | 427 |
| 174 | Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research. <i>Exceptional Children</i> , 2007 , 73, 392-416 | 2.7 | 347 |
| 173 | How to Summarize Single-Participant Research: Ideas and Applications. <i>Exceptionality</i> , 2001 , 9, 227-244 | 0.8 | 146 |
| 172 | Early Intervention for Children with Conduct Disorders: A Quantitative Synthesis of Single-Subject Research. <i>Behavioral Disorders</i> , 1986 , 11, 260-271 | 1.7 | 128 |
| 171 | PND at 25: Past, Present, and Future Trends in Summarizing Single-Subject Research. <i>Remedial and Special Education</i> , 2013 , 34, 9-19 | 2.1 | 120 |
| 170 | Case Studies in Co-Teaching in the Content Areas: Successes, Failures, and Challenges. <i>Intervention in School and Clinic</i> , 2005 , 40, 260-270 | 0.6 | 118 |
| 169 | Reading Comprehension Instruction for Secondary Students: Challenges for Struggling Students and Teachers. <i>Learning Disability Quarterly</i> , 2003 , 26, 103-116 | 0.6 | 109 |
| 168 | Feasibility and consequences of response to intervention: examination of the issues and scientific evidence as a model for the identification of individuals with learning disabilities. <i>Journal of Learning Disabilities</i> , 2005 , 38, 525-31 | 2.7 | 104 |
| 167 | On Babies and Bathwater: Addressing the Problems of Identification of Learning Disabilities. <i>Learning Disability Quarterly</i> , 2002 , 25, 155-168 | 0.6 | 97 |
| 166 | Science for Students With Disabilities. <i>Review of Educational Research</i> , 1992 , 62, 377-411 | 10.3 | 96 |
| 165 | Differentiated Curriculum Enhancement in Inclusive Middle School Science: Effects on Classroom and High-Stakes Tests. <i>Journal of Special Education</i> , 2006 , 40, 130-137 | 1.4 | 91 |
| 164 | Reading Versus Doing: The Relative Effects of Textbook-Based and Inquiry-Oriented Approaches to Science Learning in Special Education Classrooms. <i>Journal of Special Education</i> , 1993 , 27, 1-15 | 1.4 | 82 |
| 163 | Best Practices in Promoting Reading Comprehension in Students with Learning Disabilities 1976 to 1996. <i>Remedial and Special Education</i> , 1997 , 18, 198-213 | 2.1 | 81 |
| 162 | Constructing more meaningful relationships: Mnemonic instruction for special populations. <i>Educational Psychology Review</i> , 1989 , 1, 83-111 | 7.1 | 81 |
| 161 | READING COMPREHENSION OF EXPOSITORY SCIENCE MATERIAL AND STUDENTS WITH LEARNING DISABILITIES: A COMPARISON OF STRATEGIES. <i>Journal of Special Education</i> , 1997 , 31, 300-324 | 1.4 | 70 |

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| 160 | Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. <i>Journal of Learning Disabilities</i> , 2011 , 44, 18-32 | 2.7 | 68 |
| 159 | Handicapped Students as Tutors. <i>Journal of Special Education</i> , 1985 , 19, 483-492 | 1.4 | 68 |
| 158 | Promoting Inclusion in Secondary Classrooms. <i>Learning Disability Quarterly</i> , 2001 , 24, 265-274 | 0.6 | 66 |
| 157 | Science Education and Students with Learning Disabilities. <i>Learning Disabilities Research and Practice</i> , 2011 , 26, 223-232 | 0.8 | 65 |
| 156 | Academic Characteristics of Behaviorally Disordered and Learning Disabled Students. <i>Behavioral Disorders</i> , 1986 , 11, 184-190 | 1.7 | 65 |
| 155 | Promoting Success in High School World History: Peer Tutoring Versus Guided Notes. <i>Learning Disabilities Research and Practice</i> , 2003 , 18, 52-65 | 0.8 | 62 |
| 154 | Teaching abstract vocabulary with the keyword method: effects on recall and comprehension. <i>Journal of Learning Disabilities</i> , 1990 , 23, 92-6, 107 | 2.7 | 60 |
| 153 | Teacher Attitudes in Italy After Twenty Years of Inclusion. <i>Remedial and Special Education</i> , 1998 , 19, 350-356 | 2.5 | 59 |
| 152 | Mnemonic Vocabulary Instruction for Learning Disabled Students. <i>Learning Disability Quarterly</i> , 1985 , 8, 57-63 | 0.6 | 59 |
| 151 | Differential Effects of Peer Tutoring in Co-Taught and Non-Co-Taught Classes: Results for Content Learning and Student-Teacher Interactions. <i>Exceptional Children</i> , 2009 , 75, 493-510 | 2.7 | 58 |
| 150 | Does Teacher Education Produce Better Special Education Teachers?. <i>Exceptional Children</i> , 2005 , 71, 217-229 | 2.7 | 56 |
| 149 | Early Intervention for Socially Withdrawn Children. <i>Journal of Special Education</i> , 1985 , 19, 429-441 | 1.4 | 56 |
| 148 | Special Education Students as Tutors: A Review and Analysis. <i>Remedial and Special Education</i> , 1986 , 7, 15-25 | 2.1 | 53 |
| 147 | The Effectiveness of Mnemonic Instruction for Students with Learning and Behavior Problems: An Update and Research Synthesis. <i>Journal of Behavioral Education</i> , 2000 , 10, 163-173 | 1.8 | 49 |
| 146 | The Construction of Scientific Knowledge by Students with Mild Disabilities. <i>Journal of Special Education</i> , 1994 , 28, 307-321 | 1.4 | 47 |
| 145 | Text Versus Hands-On Science Curriculum: Implications for Students with Disabilities. <i>Remedial and Special Education</i> , 1994 , 15, 72-85 | 2.1 | 47 |
| 144 | Tutoring interventions within special education settings: A comparison of cross-age and peer tutoring. <i>Psychology in the Schools</i> , 1986 , 23, 187-193 | 1.5 | 45 |
| 143 | HOW EFFECTIVE IS INQUIRY LEARNING FOR STUDENTS WITH MILD DISABILITIES?. <i>Journal of Special Education</i> , 1997 , 31, 199-211 | 1.4 | 44 |

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| 142 | A place where living things affect and depend on each other—Qualitative and quantitative outcomes associated with inclusive science teaching. <i>Science Education</i> , 1998 , 82, 163-179 | 4.3 | 44 |
| 141 | Classroom applications of mnemonic instruction: acquisition, maintenance, and generalization. <i>Exceptional Children</i> , 1991 , 58, 219-29 | 2.7 | 44 |
| 140 | Current Approaches to Science Education: Implications for Mainstream Instruction of Students with Disabilities. <i>Remedial and Special Education</i> , 1993 , 14, 15-24 | 2.1 | 43 |
| 139 | The utility of the PND statistic: a reply to Allison and Gorman. <i>Behaviour Research and Therapy</i> , 1994 , 32, 879-83; discussion 885-90 | 5.2 | 43 |
| 138 | Facilitating the Acquisition of Science Facts in Learning Disabled Students. <i>American Educational Research Journal</i> , 1985 , 22, 575-586 | 2.9 | 43 |
| 137 | Strategies to Increase Reading Fluency. <i>Intervention in School and Clinic</i> , 1999 , 34, 278-283 | 0.6 | 42 |
| 136 | Successful Mainstreaming in Elementary Science Classes: A Qualitative Study of Three Reputational Cases. <i>American Educational Research Journal</i> , 1994 , 31, 785-811 | 2.9 | 42 |
| 135 | Extended mnemonic instruction with learning disabled students.. <i>Journal of Educational Psychology</i> , 1986 , 78, 300-308 | 5.3 | 40 |
| 134 | Maximizing What Exceptional Students Can Learn: A Review of Research on the Keyword Method and Related Mnemonic Techniques. <i>Remedial and Special Education</i> , 1985 , 6, 39-45 | 2.1 | 40 |
| 133 | What is Published in the Field of Special Education? An Analysis of 11 Prominent Journals. <i>Exceptional Children</i> , 2009 , 76, 95-109 | 2.7 | 39 |
| 132 | Science Learning in Special Education: The Case for Constructed Versus Instructed Learning. <i>Exceptionality</i> , 2007 , 15, 57-74 | 0.8 | 39 |
| 131 | Persuading Students with Emotional Disabilities to Write Fluently. <i>Behavioral Disorders</i> , 2009 , 35, 19-40 | 1.7 | 38 |
| 130 | Learning-Disabled Students—Memory for Expository Prose: Mnemonic Versus Nonmnemonic Pictures. <i>American Educational Research Journal</i> , 1987 , 24, 505-519 | 2.9 | 38 |
| 129 | Mnemonic facilitation of learning disabled students' memory for expository prose.. <i>Journal of Educational Psychology</i> , 1987 , 79, 27-34 | 5.3 | 38 |
| 128 | Science Education for Students with Disabilities: a Review of Recent Research. <i>Studies in Science Education</i> , 1998 , 32, 21-44 | 4.5 | 37 |
| 127 | Acquisition and Transfer of Learning Strategies by Gifted and Nongifted Students. <i>Journal of Special Education</i> , 1988 , 22, 153-166 | 1.4 | 37 |
| 126 | Peer Tutoring with Behaviorally Disordered Students: Social and Academic Benefits. <i>Behavioral Disorders</i> , 1985 , 10, 283-294 | 1.7 | 37 |
| 125 | Content Area Learning in Middle School Social Studies Classrooms and Students with Emotional or Behavioral Disorders: A Comparison of Strategies. <i>Behavioral Disorders</i> , 2003 , 28, 77-93 | 1.7 | 36 |

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| 124 | Mnemonic strategy instruction with learning disabled adolescents. <i>Journal of Learning Disabilities</i> , 1985 , 18, 94-100 | 2.7 | 35 |
| 123 | Promoting Relational Thinking: Elaborative Interrogation for Students with Mild Disabilities. <i>Exceptional Children</i> , 1994 , 60, 450-457 | 2.7 | 34 |
| 122 | Mnemonic Instruction of LD Students: A Field-Based Evaluation. <i>Learning Disability Quarterly</i> , 1989 , 12, 119-125 | 0.6 | 34 |
| 121 | Improving Student Comprehension of Social Studies Text: A Self-Questioning Strategy for Inclusive Middle School Classes. <i>Remedial and Special Education</i> , 2011 , 32, 105-113 | 2.1 | 33 |
| 120 | Enhancing School Success with Mnemonic Strategies. <i>Intervention in School and Clinic</i> , 1998 , 33, 201-208 | 0.6 | 33 |
| 119 | Early Language Intervention: A Quantitative Synthesis of Single-Subject Research. <i>Journal of Special Education</i> , 1988 , 22, 259-283 | 1.4 | 33 |
| 118 | Mnemonic Instruction for Students with Learning Disabilities: What It Is and What It Does. <i>Learning Disability Quarterly</i> , 1990 , 13, 271 | 0.6 | 32 |
| 117 | Mnemonic Instruction of Science Concepts. <i>Behavioral Disorders</i> , 1988 , 14, 48-56 | 1.7 | 32 |
| 116 | Effective Mnemonic Strategies for Gifted Learners. <i>Journal for the Education of the Gifted</i> , 1986 , 9, 105-121 | 1.1 | 30 |
| 115 | Can Computers Teach Problem-Solving Strategies to Students with Mild Mental Retardation?: A Case Study. <i>Remedial and Special Education</i> , 1997 , 18, 157-164 | 2.1 | 29 |
| 114 | Correlates of Inquiry Learning in Science: Constructing Concepts of Density and Buoyancy. <i>Remedial and Special Education</i> , 2001 , 22, 130-137 | 2.1 | 29 |
| 113 | Activities-Oriented Science Instruction for Students with Disabilities. <i>Learning Disability Quarterly</i> , 1999 , 22, 240 | 0.6 | 29 |
| 112 | The Case For Mnemonic Instruction: From Laboratory Research To Classroom Applications. <i>Journal of Special Education</i> , 1990 , 24, 7-32 | 1.4 | 29 |
| 111 | Keywords Make the Difference!: Mnemonic Instruction in Inclusive Classrooms. <i>Teaching Exceptional Children</i> , 2003 , 35, 56-61 | 1 | 28 |
| 110 | Science and students with mental retardation: An analysis of curriculum features and learner characteristics. <i>Science Education</i> , 1995 , 79, 251-271 | 4.3 | 28 |
| 109 | Mnemonic Social Studies Instruction: Classroom Applications. <i>Remedial and Special Education</i> , 1989 , 10, 40-46 | 2.1 | 27 |
| 108 | Facilitating Learning Disabled Students' Acquisition of Science Classifications. <i>Learning Disability Quarterly</i> , 1985 , 8, 299-309 | 0.6 | 27 |
| 107 | Peer-Mediated Instruction in Inclusive Secondary Social Studies Learning: Direct and Indirect Learning Effects. <i>Learning Disabilities Research and Practice</i> , 2012 , 27, 12-20 | 0.8 | 26 |

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| 106 | Improving Reasoning and Recall: The Differential Effects of Elaborative Interrogation and Mnemonic Elaboration. <i>Learning Disability Quarterly</i> , 1993 , 16, 233-240 | 0.6 | 25 |
| 105 | Spontaneous Verbal Elaboration in Gifted and Non-Gifted Youths. <i>Journal for the Education of the Gifted</i> , 1985 , 9, 1-10 | 0.9 | 25 |
| 104 | Teaching Students with Emotional and Behavioral Disorders to Self-advocate through Persuasive Writing. <i>Exceptionality</i> , 2012 , 20, 71-93 | 0.8 | 24 |
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| 101 | ELABORATIVE MAPS FOR ENHANCED LEARNING OF HISTORICAL INFORMATION: UNITING SPATIAL, VERBAL, AND IMAGINAL INFORMATION. <i>Journal of Special Education</i> , 1995 , 28, 440-460 | 1.4 | 23 |
| 100 | The Effects of Computer-Assisted Instruction on the Mathematical Problem Solving of Students With Learning Disabilities. <i>Exceptionality</i> , 1994 , 5, 131-161 | 0.8 | 23 |
| 99 | Reconstructive Elaborations: A Model for Content Area Learning. <i>American Educational Research Journal</i> , 1989 , 26, 311-327 | 2.9 | 23 |
| 98 | Putting Mnemonic Strategies to Work in an Inclusive Classroom. <i>Learning Disabilities Research and Practice</i> , 2000 , 15, 69-74 | 0.8 | 23 |
| 97 | Common Core Science Standards: Implications for Students with Learning Disabilities. <i>Learning Disabilities Research and Practice</i> , 2013 , 28, 49-57 | 0.8 | 22 |
| 96 | The Contributions of Qualitative Research to Discussions of Evidence-Based Practice in Special Education. <i>Intervention in School and Clinic</i> , 2008 , 44, 91-97 | 0.6 | 22 |
| 95 | Mnemonic Facilitation of Text-Embedded Science Facts. <i>American Educational Research Journal</i> , 1986 , 23, 489-506 | 2.9 | 21 |
| 94 | Response to Salzberg, Strain, and Baer. <i>Remedial and Special Education</i> , 1987 , 8, 49-52 | 2.1 | 21 |
| 93 | Learning Characteristics of Verbally Gifted Students. <i>Gifted Child Quarterly</i> , 1983 , 27, 169-172 | 2.3 | 21 |
| 92 | Maximizing What Gifted Students Can Learn: Recent Findings of Learning Strategy Research. <i>Gifted Child Quarterly</i> , 1985 , 29, 181-185 | 2.3 | 21 |
| 91 | Promoting Expressive Writing among Students with Emotional and Behavioral: Disturbance via Dialogue Journals. <i>Behavioral Disorders</i> , 2005 , 31, 33-50 | 1.7 | 20 |
| 90 | Reasoning and Remembering: Coaching Students with Learning Disabilities to Think. <i>Journal of Special Education</i> , 1995 , 29, 310-322 | 1.4 | 19 |
| 89 | Promoting Thinking Skills of Students With Learning Disabilities: Effects on Recall and Comprehension of Expository Prose. <i>Exceptionality</i> , 1996 , 6, 1-11 | 0.8 | 19 |

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| 88 | The Effects of Coaching on the Standardized Test Performance of Learning Disabled and Behaviorally Disordered Students. <i>Remedial and Special Education</i> , 1986 , 7, 37-41 | 2.1 | 19 |
| 87 | Reply to Owen White. <i>Remedial and Special Education</i> , 1987 , 8, 40-42 | 2.1 | 19 |
| 86 | Using Mnemonic Strategies to Teach Information about U.S. Presidents: A Classroom-Based Investigation. <i>Learning Disability Quarterly</i> , 1997 , 20, 13-21 | 0.6 | 18 |
| 85 | Learning via mnemonic pictures: Analysis of the presidential process. <i>Educational Communication and Technology Journal</i> , 1983 , 31, 161-173 | | 18 |
| 84 | Cognition and Learning in Inclusive High School Chemistry Classes. <i>Advances in Learning and Behavioral Disabilities</i> , 99-110 | | 17 |
| 83 | Curriculum Enhancements in Inclusive Secondary Social Studies Classrooms. <i>Exceptionality</i> , 2011 , 19, 61-74 | 0.8 | 16 |
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| 81 | Thirty-One Students: Reflections of a First-Year Teacher of Students with Mental Retardation. <i>Journal of Special Education</i> , 2001 , 35, 100-104 | 1.4 | 15 |
| 80 | What makes Special Education Special? Evaluating Inclusion Programs with the Pass Variables. <i>Journal of Special Education</i> , 1995 , 29, 224-233 | 1.4 | 15 |
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| 78 | Issues in generalization: Implications for special education. <i>Psychology in the Schools</i> , 1984 , 21, 397-403 | 1.5 | 15 |
| 77 | Mnemonic Instruction in Special Education 1987 , 358-376 | | 15 |
| 76 | Scientific Reasoning of Students With Mild Mental Retardation: Investigating Preconceptions and Conceptual Change. <i>Exceptionality</i> , 1994 , 5, 223-244 | 0.8 | 14 |
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| 72 | Teaching Test-Taking Skills to Elementary-Grade Students: A Meta-Analysis. <i>Elementary School Journal</i> , 1986 , 87, 69-82 | 1.1 | 14 |
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| 67 | Can learning disabled students effectively use separate answer sheets?. <i>Perceptual and Motor Skills</i> , 1986 , 63, 155-60 | 2.2 | 11 |
| 66 | A Level System for Managing Problem Behaviors in a High School Resource Program. <i>Behavioral Disorders</i> , 1988 , 13, 202-208 | 1.7 | 11 |
| 65 | A University-Based Summer Program for a Highly Able but Poorly Achieving Indian Child. <i>Gifted Child Quarterly</i> , 1983 , 27, 90-93 | 2.3 | 11 |
| 64 | Improving the test-taking skills of learning-disabled students. <i>Perceptual and Motor Skills</i> , 1985 , 60, 847-50 | 2.0 | 11 |
| 63 | An Analysis of Children's Strategy Use on Reading Achievement Tests. <i>Elementary School Journal</i> , 1985 , 85, 479-484 | 1.1 | 11 |
| 62 | Persuading students with emotional disabilities to write: a design study. <i>Advances in Learning and Behavioral Disabilities</i> , 2010 , 237-268 | | 10 |
| 61 | SAT Vocabulary Instruction for High School Students with Learning Disabilities. <i>Intervention in School and Clinic</i> , 2004 , 39, 288-294 | 0.6 | 10 |
| 60 | Paraprofessionals in Italy: Perspectives from an Inclusive Country. <i>Research and Practice for Persons With Severe Disabilities</i> , 1999 , 24, 254-258 | | 10 |
| 59 | Improving the test-taking skills of behaviorally disordered and learning disabled children. <i>Exceptional Children</i> , 1986 , 53, 63-8 | 2.7 | 10 |
| 58 | Early Intervention for Developmental Functioning: A Quantitative Synthesis of Single-Subject Research. <i>Journal of the Division for Early Childhood</i> , 1988 , 12, 359-367 | | 10 |
| 57 | Maps as schema for gifted learners. <i>Roeper Review</i> , 1983 , 6, 107-111 | 1.4 | 10 |
| 56 | Fluent Persuasive Writing With Counterarguments for Students With Emotional Disturbance. <i>Journal of Special Education</i> , 2014 , 48, 17-31 | 1.4 | 9 |
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| 53 | Passage Independence in Reading Achievement Tests: A Follow-up. <i>Perceptual and Motor Skills</i> , 1984 , 58, 945-946 | 2.2 | 8 |

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| 52 | Behaviorally Disordered Students as Tutors: Effects on Social Behavior. <i>Behavioral Disorders</i> , 1986 , 12, 36-44 | 1.7 | 8 |
| 51 | Effective Classroom Instruction 2004 , 687-691 | | 7 |
| 50 | Tutoring Learning Disabled Students: A Critical Review. <i>Learning Disability Quarterly</i> , 1988 , 11, 274-286 | 0.6 | 7 |
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| 48 | Attitudes of behaviorally disordered students toward tests. <i>Perceptual and Motor Skills</i> , 1985 , 60, 467-70 | 2.2 | 7 |
| 47 | Response to Competing Views: A Dialogue on Response to Intervention Assessment for Effective Intervention, 2006 , 32, 62-64 | 0.8 | 6 |
| 46 | The Effects of Prior Field Experience on Student Teacher Competence. <i>Teacher Education and Special Education</i> , 1993 , 16, 303-308 | 1.7 | 6 |
| 45 | Utility of Musical Mnemonics. <i>Perceptual and Motor Skills</i> , 1991 , 72, 881-882 | 2.2 | 6 |
| 44 | Reconstructive Elaborations: Strategies for Adapting Content Area Information. <i>Academic Therapy</i> , 1989 , 24, 391-406 | | 6 |
| 43 | Effects of a transformational mnemonic strategy to facilitate digit span recall by mildly handicapped students. <i>Psychological Reports</i> , 1986 , 58, 811-20 | 1.6 | 6 |
| 42 | THE EFFECTS OF TEACHER LICENSURE ON TEACHERS' PEDAGOGICAL COMPETENCE: IMPLICATIONS FOR ELEMENTARY AND SECONDARY TEACHERS OF STUDENTS WITH LEARNING AND BEHAVIORAL DISABILITIES. <i>Advances in Learning and Behavioral Disabilities</i> , 301-318 | | 5 |
| 41 | What happens during instruction: is any metaphor necessary?. <i>Journal of Learning Disabilities</i> , 1998 , 31, 404-8 | 2.7 | 5 |
| 40 | Effects of Mnemonic Reconstructions on the Spatial Learning of Adolescents with Learning Disabilities. <i>Learning Disability Quarterly</i> , 1992 , 15, 154-162 | 0.6 | 5 |
| 39 | Strategic Persuasive Writing Instruction for Students with Emotional and Behavioral Disabilities. <i>Exceptionality</i> , 2015 , 23, 147-169 | 0.8 | 4 |
| 38 | Advances in literacy practices for students with emotional and behavioral disabilities. <i>Advances in Learning and Behavioral Disabilities</i> , 2009 , 317-339 | | 4 |
| 37 | Co-Teaching in Inclusive Classrooms: Results of Qualitative Research from the United States, Canada, and Australia. <i>Advances in Learning and Behavioral Disabilities</i> , 2007 , 311-338 | | 4 |
| 36 | Summarizing Qualitative Research in Special Education: Purposes and Procedures. <i>Advances in Learning and Behavioral Disabilities</i> , 315-335 | | 4 |
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| 34 | RECENT RESEARCH IN SECONDARY CONTENT AREAS FOR STUDENTS WITH LEARNING AND BEHAVIORAL DISABILITIES. <i>Advances in Learning and Behavioral Disabilities</i> , 243-263 | | 4 |
| 33 | Are Learning Disabled Students "Test-Wise?": An Inquiry into Reading Comprehension Test Items. <i>Educational and Psychological Measurement</i> , 1986 , 46, 1075-1082 | 3.1 | 4 |
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| 31 | Issues in Conducting Intervention Research: Secondary Students 1994 , 130-145 | | 4 |
| 30 | Training teachers, parents, and peers to implement effective teaching strategies for content area learning. <i>Advances in Learning and Behavioral Disabilities</i> , 2008 , 309-327 | | 3 |
| 29 | Statistical Analysis for Single Subject Research Designs. <i>Advances in Learning and Behavioral Disabilities</i> , 33-53 | | 3 |
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| 27 | Reflections on 'Promoting Thinking Skills of Students With Learning Disabilities: Effects on Recall and Comprehension of Expository Prose'. <i>Exceptionality</i> , 1996 , 6, 53-57 | 0.8 | 3 |
| 26 | Reflections on 'Scientific Reasoning of Students with Mild Mental Retardation: Investigating Preconceptions and Conceptual Change'. <i>Exceptionality</i> , 1994 , 5, 249-257 | 0.8 | 3 |
| 25 | SPECIAL EDUCATION AND THE PROBLEMS OF SCHOOLING. <i>Educational Theory</i> , 1993 , 43, 433-447 | 0.3 | 3 |
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| 20 | Reflections on 'The Effects of Computer-Assisted Instruction on the mathematical Problem Solving of Students With Learning Disabilities'. <i>Exceptionality</i> , 1994 , 5, 189-193 | 0.8 | 2 |
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| 17 | University e-mail mentors forelementary students with disabilities: Attitudinal and literacy effects. <i>Advances in Learning and Behavioral Disabilities</i> , 2001 , 173-184 | | 2 |

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| 15 | Science and Social Studies for Students With Disabilities. <i>Focus on Exceptional Children</i> , 2008 , 41, | 0 | 1 |
| 14 | An Evaluation of Early Intervention Effectiveness at Increasing Age Levels for Program Initiation. <i>Early Education and Development</i> , 1990 , 1, 217-224 | 1.4 | 1 |
| 13 | Improving Memory for Facts: The Keyword Method. <i>Academic Therapy</i> , 1984 , 20, 159-166 | | 1 |
| 12 | Reliability of Performance on a Whole-Part Perception Task. <i>Perceptual and Motor Skills</i> , 1984 , 58, 416-418 | | 1 |
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