

# Thomas E Scruggs

## List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

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	Science and Social Studies <b>2017</b> , 571-585		1
176	Strategic Persuasive Writing Instruction for Students with Emotional and Behavioral Disabilities. <i>Exceptionality</i> , <b>2015</b> , 23, 147-169	0.8	4
175	Fluent Persuasive Writing With Counterarguments for Students With Emotional Disturbance. <i>Journal of Special Education</i> , <b>2014</b> , 48, 17-31	1.4	9
174	Intensive Instruction to Improve Writing for Students with Emotional and Behavioral Disorders. <i>Behavioral Disorders</i> , <b>2014</b> , 40, 78-83	1.7	8
173	Individual Differences and Learning Challenges. <i>Theory Into Practice</i> , <b>2013</b> , 52, 63-72	1.6	1
172	Common Core Science Standards: Implications for Students with Learning Disabilities. <i>Learning Disabilities Research and Practice</i> , <b>2013</b> , 28, 49-57	0.8	22
171	PND at 25: Past, Present, and Future Trends in Summarizing Single-Subject Research. <i>Remedial and Special Education</i> , <b>2013</b> , 34, 9-19	2.1	120
170	Inclusion and Learning Disabilities: Will the Past be Prologue?. <i>Advances in Special Education</i> , <b>2013</b> , 1-17	0.3	
169	Peer-Mediated Instruction in Inclusive Secondary Social Studies Learning: Direct and Indirect Learning Effects. <i>Learning Disabilities Research and Practice</i> , <b>2012</b> , 27, 12-20	0.8	26
168	Instructional Interventions for Students with Mathematics Learning Disabilities <b>2012</b> , 217-241		
167	Teaching Students with Emotional and Behavioral Disorders to Self-advocate through Persuasive Writing. <i>Exceptionality</i> , <b>2012</b> , 20, 71-93	0.8	24
166	Mnemonotechnics and Learning <b>2012</b> , 2289-2291		1
165	Improving intervention effectiveness with university-public school cohort partnerships. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2011</b> , 341-365		
164	Science Education and Students with Learning Disabilities. <i>Learning Disabilities Research and Practice</i> , <b>2011</b> , 26, 223-232	0.8	65
163	Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. <i>Journal of Learning Disabilities</i> , <b>2011</b> , 44, 18-32	2.7	68
162	Curriculum Enhancements in Inclusive Secondary Social Studies Classrooms. <i>Exceptionality</i> , <b>2011</b> , 19, 61-74	0.8	16
161	Improving Student Comprehension of Social Studies Text: A Self-Questioning Strategy for Inclusive Middle School Classes. <i>Remedial and Special Education</i> , <b>2011</b> , 32, 105-113	2.1	33

160	Persuading students with emotional disabilities to write: a design study. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2010</b> , 237-268		10
159	The study of human exceptionality: how it informs our knowledge of learning and cognition. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2010</b> , 303-319		
158	Persuading Students with Emotional Disabilities to Write Fluently. <i>Behavioral Disorders</i> , <b>2009</b> , 35, 19-40	1.7	38
157	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> , <b>2009</b> , 75, 493-510	2.7	58
156	What is Published in the Field of Special Education? An Analysis of 11 Prominent Journals. <i>Exceptional Children</i> , <b>2009</b> , 76, 95-109	2.7	39
155	Advances in literacy practices for students with emotional and behavioral disabilities. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2009</b> , 317-339		4
154	The Contributions of Qualitative Research to Discussions of Evidence-Based Practice in Special Education. <i>Intervention in School and Clinic</i> , <b>2008</b> , 44, 91-97	0.6	22
153	Training teachers, parents, and peers to implement effective teaching strategies for content area learning. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2008</b> , 309-327		3
152	The use of cohort programs in personnel preparation: Benefits and challenges. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2008</b> , 151-179		
151	Keyword Method <b>2008</b> , 1205		
150	Science and Social Studies for Students With Disabilities. <i>Focus on Exceptional Children</i> , <b>2008</b> , 41,	0	1
149	Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research. <i>Exceptional Children</i> , <b>2007</b> , 73, 392-416	2.7	347
148	Co-Teaching in Inclusive Classrooms: Results of Qualitative Research from the United States, Canada, and Australia. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2007</b> , 311-338		4
147	Science Learning in Special Education: The Case for Constructed Versus Instructed Learning. <i>Exceptionality</i> , <b>2007</b> , 15, 57-74	0.8	39
146	Response to Competing Views: A Dialogue on Response to Intervention Assessment for Effective Intervention, <b>2006</b> , 32, 62-64	0.8	6
145	Differentiated Curriculum Enhancement in Inclusive Middle School Science: Effects on Classroom and High-Stakes Tests. <i>Journal of Special Education</i> , <b>2006</b> , 40, 130-137	1.4	91
144	Case Studies in Co-Teaching in the Content Areas: Successes, Failures, and Challenges. <i>Intervention in School and Clinic</i> , <b>2005</b> , 40, 260-270	0.6	118
143	Promoting Expressive Writing among Students with Emotional and Behavioral: Disturbance via Dialogue Journals. <i>Behavioral Disorders</i> , <b>2005</b> , 31, 33-50	1.7	20

142	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> , <b>2005</b> , 38, 525-31	2.7	104
141	Does Teacher Education Produce Better Special Education Teachers?. <i>Exceptional Children</i> , <b>2005</b> , 71, 217-229	2.7	56
140	Effective Classroom Instruction <b>2004</b> , 687-691		7
139	Science and schooling for students with LD: a discussion of the symposium. <i>Journal of Learning Disabilities</i> , <b>2004</b> , 37, 270-6	2.7	4
138	SAT Vocabulary Instruction for High School Students with Learning Disabilities. <i>Intervention in School and Clinic</i> , <b>2004</b> , 39, 288-294	0.6	10
137	Instructional Interventions in Mathematics for Students with Learning Disabilities <b>2004</b> , 315-339		
136	Keywords Make the Difference!: Mnemonic Instruction in Inclusive Classrooms. <i>Teaching Exceptional Children</i> , <b>2003</b> , 35, 56-61	1	28
135	Content Area Learning in Middle School Social Studies Classrooms and Students with Emotional or Behavioral Disorders: A Comparison of Strategies. <i>Behavioral Disorders</i> , <b>2003</b> , 28, 77-93	1.7	36
134	Promoting Success in High School World History: Peer Tutoring Versus Guided Notes. <i>Learning Disabilities Research and Practice</i> , <b>2003</b> , 18, 52-65	0.8	62
133	Reading Comprehension Instruction for Secondary Students: Challenges for Struggling Students and Teachers. <i>Learning Disability Quarterly</i> , <b>2003</b> , 26, 103-116	0.6	109
132	On Babies and Bathwater: Addressing the Problems of Identification of Learning Disabilities. <i>Learning Disability Quarterly</i> , <b>2002</b> , 25, 155-168	0.6	97
131	Thirty-One Students: Reflections of a First-Year Teacher of Students with Mental Retardation. <i>Journal of Special Education</i> , <b>2001</b> , 35, 100-104	1.4	15
130	How to Summarize Single-Participant Research: Ideas and Applications. <i>Exceptionality</i> , <b>2001</b> , 9, 227-244	0.8	146
129	Correlates of Inquiry Learning in Science: Constructing Concepts of Density and Buoyancy. <i>Remedial and Special Education</i> , <b>2001</b> , 22, 130-137	2.1	29
128	Promoting Inclusion in Secondary Classrooms. <i>Learning Disability Quarterly</i> , <b>2001</b> , 24, 265-274	0.6	66
127	University e-mail mentors forelementary students with disabilities: Attitudinal and literacy effects. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2001</b> , 173-184		2
126	The Effectiveness of Mnemonic Instruction for Students with Learning and Behavior Problems: An Update and Research Synthesis. <i>Journal of Behavioral Education</i> , <b>2000</b> , 10, 163-173	1.8	49
125	Putting Mnemonic Strategies to Work in an Inclusive Classroom. <i>Learning Disabilities Research and Practice</i> , <b>2000</b> , 15, 69-74	0.8	23

124	Paraprofessionals in Italy: Perspectives from an Inclusive Country. <i>Research and Practice for Persons With Severe Disabilities</i> , <b>1999</b> , 24, 254-258		10
123	Strategies to Increase Reading Fluency. <i>Intervention in School and Clinic</i> , <b>1999</b> , 34, 278-283	0.6	42
122	Activities-Oriented Science Instruction for Students with Disabilities. <i>Learning Disability Quarterly</i> , <b>1999</b> , 22, 240	0.6	29
121	A place where living things affect and depend on each other—Qualitative and quantitative outcomes associated with inclusive science teaching. <i>Science Education</i> , <b>1998</b> , 82, 163-179	4.3	44
120	Summarizing single-subject research. Issues and applications. <i>Behavior Modification</i> , <b>1998</b> , 22, 221-42	2.5	438
119	Teacher Attitudes in Italy After Twenty Years of Inclusion. <i>Remedial and Special Education</i> , <b>1998</b> , 19, 350-356	5.6	59
118	What happens during instruction: is any metaphor necessary?. <i>Journal of Learning Disabilities</i> , <b>1998</b> , 31, 404-8	2.7	5
117	Enhancing School Success with Mnemonic Strategies. <i>Intervention in School and Clinic</i> , <b>1998</b> , 33, 201-208	0.6	33
116	Science Education for Students with Disabilities: a Review of Recent Research. <i>Studies in Science Education</i> , <b>1998</b> , 32, 21-44	4.5	37
115	READING COMPREHENSION OF EXPOSITORY SCIENCE MATERIAL AND STUDENTS WITH LEARNING DISABILITIES: A COMPARISON OF STRATEGIES. <i>Journal of Special Education</i> , <b>1997</b> , 31, 300-324	1.4	70
114	Best Practices in Promoting Reading Comprehension in Students with Learning Disabilities 1976 to 1996. <i>Remedial and Special Education</i> , <b>1997</b> , 18, 198-213	2.1	81
113	HOW EFFECTIVE IS INQUIRY LEARNING FOR STUDENTS WITH MILD DISABILITIES?. <i>Journal of Special Education</i> , <b>1997</b> , 31, 199-211	1.4	44
112	What's Special about Special Education? A Cautious View toward Full Inclusion. <i>Educational Forum</i> , <b>1997</b> , 61, 206-211	0.7	9
111	Can Computers Teach Problem-Solving Strategies to Students with Mild Mental Retardation?: A Case Study. <i>Remedial and Special Education</i> , <b>1997</b> , 18, 157-164	2.1	29
110	Using Mnemonic Strategies to Teach Information about U.S. Presidents: A Classroom-Based Investigation. <i>Learning Disability Quarterly</i> , <b>1997</b> , 20, 13-21	0.6	18
109	Teacher Perceptions of Mainstreaming/Inclusion, 1958-1995: A Research Synthesis. <i>Exceptional Children</i> , <b>1996</b> , 63, 59-74	2.7	427
108	Reflections on 'Promoting Thinking Skills of Students With Learning Disabilities: Effects on Recall and Comprehension of Expository Prose'. <i>Exceptionality</i> , <b>1996</b> , 6, 53-57	0.8	3
107	Promoting Thinking Skills of Students With Learning Disabilities: Effects on Recall and Comprehension of Expository Prose. <i>Exceptionality</i> , <b>1996</b> , 6, 1-11	0.8	19

106	Science and students with mental retardation: An analysis of curriculum features and learner characteristics. <i>Science Education</i> , <b>1995</b> , 79, 251-271	4.3	28
105	What makes Special Education Special? Evaluating Inclusion Programs with the Pass Variables. <i>Journal of Special Education</i> , <b>1995</b> , 29, 224-233	1.4	15
104	ELABORATIVE MAPS FOR ENHANCED LEARNING OF HISTORICAL INFORMATION: UNITING SPATIAL, VERBAL, AND IMAGINAL INFORMATION. <i>Journal of Special Education</i> , <b>1995</b> , 28, 440-460	1.4	23
103	Reasoning and Remembering: Coaching Students with Learning Disabilities to Think. <i>Journal of Special Education</i> , <b>1995</b> , 29, 310-322	1.4	19
102	Teaching Science to Students with Disabilities in General Education Settings Practical and Proven Strategies. <i>Teaching Exceptional Children</i> , <b>1995</b> , 27, 10-13	1	15
101	The Effects of Computer-Assisted Instruction on the Mathematical Problem Solving of Students With Learning Disabilities. <i>Exceptionality</i> , <b>1994</b> , 5, 131-161	0.8	23
100	Scientific Reasoning of Students With Mild Mental Retardation: Investigating Preconceptions and Conceptual Change. <i>Exceptionality</i> , <b>1994</b> , 5, 223-244	0.8	14
99	Reflections on 'Scientific Reasoning of Students with Mild Mental Retardation: Investigating Preconceptions and Conceptual Change'. <i>Exceptionality</i> , <b>1994</b> , 5, 249-257	0.8	3
98	Successful Mainstreaming in Elementary Science Classes: A Qualitative Study of Three Reputational Cases. <i>American Educational Research Journal</i> , <b>1994</b> , 31, 785-811	2.9	42
97	Applications of Mnemonic Strategies with Students with Mild Mental Disabilities. <i>Remedial and Special Education</i> , <b>1994</b> , 15, 34-43	2.1	11
96	The Construction of Scientific Knowledge by Students with Mild Disabilities. <i>Journal of Special Education</i> , <b>1994</b> , 28, 307-321	1.4	47
95	Reflections on 'The Effects of Computer-Assisted Instruction on the mathematical Problem Solving of Students With Learning Disabilities'. <i>Exceptionality</i> , <b>1994</b> , 5, 189-193	0.8	2
94	Text Versus Hands-On Science Curriculum: Implications for Students with Disabilities. <i>Remedial and Special Education</i> , <b>1994</b> , 15, 72-85	2.1	47
93	The utility of the PND statistic: a reply to Allison and Gorman. <i>Behaviour Research and Therapy</i> , <b>1994</b> , 32, 879-883; discussion 885-90	5.2	43
92	Promoting Relational Thinking: Elaborative Interrogation for Students with Mild Disabilities. <i>Exceptional Children</i> , <b>1994</b> , 60, 450-457	2.7	34
91	Issues in Conducting Intervention Research: Secondary Students <b>1994</b> , 130-145		4
90	Improving Reasoning and Recall: The Differential Effects of Elaborative Interrogation and Mnemonic Elaboration. <i>Learning Disability Quarterly</i> , <b>1993</b> , 16, 233-240	0.6	25
89	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> , <b>1993</b> , 27, 1-15	1.4	82

88	The Effects of Prior Field Experience on Student Teacher Competence. <i>Teacher Education and Special Education</i> , <b>1993</b> , 16, 303-308	1.7	6
87	Current Approaches to Science Education: Implications for Mainstream Instruction of Students with Disabilities. <i>Remedial and Special Education</i> , <b>1993</b> , 14, 15-24	2.1	43
86	Special education for the twenty-first century: integrating learning strategies and thinking skills. <i>Journal of Learning Disabilities</i> , <b>1993</b> , 26, 392-8	2.7	13
85	SPECIAL EDUCATION AND THE PROBLEMS OF SCHOOLING. <i>Educational Theory</i> , <b>1993</b> , 43, 433-447	0.3	3
84	Science for Students With Disabilities. <i>Review of Educational Research</i> , <b>1992</b> , 62, 377-411	10.3	96
83	Effective Mainstreaming Strategies for Mildly Handicapped Students. <i>Elementary School Journal</i> , <b>1992</b> , 92, 389-409	1.1	16
82	Effects of Mnemonic Reconstructions on the Spatial Learning of Adolescents with Learning Disabilities. <i>Learning Disability Quarterly</i> , <b>1992</b> , 15, 154-162	0.6	5
81	Utility of Musical Mnemonics. <i>Perceptual and Motor Skills</i> , <b>1991</b> , 72, 881-882	2.2	6
80	Classroom applications of mnemonic instruction: acquisition, maintenance, and generalization. <i>Exceptional Children</i> , <b>1991</b> , 58, 219-29	2.7	44
79	An Evaluation of Early Intervention Effectiveness at Increasing Age Levels for Program Initiation. <i>Early Education and Development</i> , <b>1990</b> , 1, 217-224	1.4	1
78	The Challenges of Metacognitive Instruction. <i>Remedial and Special Education</i> , <b>1990</b> , 11, 16-18	2.1	3
77	The Case For Mnemonic Instruction: From Laboratory Research To Classroom Applications. <i>Journal of Special Education</i> , <b>1990</b> , 24, 7-32	1.4	29
76	Memory and Learning Disabilities. <i>Learning Disability Quarterly</i> , <b>1990</b> , 13, 234-235	0.6	3
75	Mnemonic Instruction for Students with Learning Disabilities: What It Is and What It Does. <i>Learning Disability Quarterly</i> , <b>1990</b> , 13, 271	0.6	32
74	Teaching abstract vocabulary with the keyword method: effects on recall and comprehension. <i>Journal of Learning Disabilities</i> , <b>1990</b> , 23, 92-6, 107	2.7	60
73	Reconstructive Elaborations: Strategies for Adapting Content Area Information. <i>Academic Therapy</i> , <b>1989</b> , 24, 391-406		6
72	Mnemonic Social Studies Instruction: Classroom Applications. <i>Remedial and Special Education</i> , <b>1989</b> , 10, 40-46	2.1	27
71	Reconstructive Elaborations: A Model for Content Area Learning. <i>American Educational Research Journal</i> , <b>1989</b> , 26, 311-327	2.9	23

70	Constructing more meaningful relationships: Mnemonic instruction for special populations. <i>Educational Psychology Review</i> , <b>1989</b> , 1, 83-111	7.1	81
69	Mnemonic Instruction of LD Students: A Field-Based Evaluation. <i>Learning Disability Quarterly</i> , <b>1989</b> , 12, 119-125	0.6	34
68	Tutoring Learning Disabled Students: A Critical Review. <i>Learning Disability Quarterly</i> , <b>1988</b> , 11, 274-286	0.6	7
67	Acquisition and Transfer of Learning Strategies by Gifted and Nongifted Students. <i>Journal of Special Education</i> , <b>1988</b> , 22, 153-166	1.4	37
66	Legitimizing the field of learning disabilities: does research orientation matter?. <i>Journal of Learning Disabilities</i> , <b>1988</b> , 21, 219-22	2.7	7
65	Early Intervention for Developmental Functioning: A Quantitative Synthesis of Single-Subject Research. <i>Journal of the Division for Early Childhood</i> , <b>1988</b> , 12, 359-367		10
64	Early Language Intervention: A Quantitative Synthesis of Single-Subject Research. <i>Journal of Special Education</i> , <b>1988</b> , 22, 259-283	1.4	33
63	A Level System for Managing Problem Behaviors in a High School Resource Program. <i>Behavioral Disorders</i> , <b>1988</b> , 13, 202-208	1.7	11
62	Teaching Test-Taking Skills to Behaviorally Disordered Students. <i>Behavioral Disorders</i> , <b>1988</b> , 13, 240-244	1.7	14
61	Mnemonic Instruction of Science Concepts. <i>Behavioral Disorders</i> , <b>1988</b> , 14, 48-56	1.7	32
60	Response to Salzberg, Strain, and Baer. <i>Remedial and Special Education</i> , <b>1987</b> , 8, 49-52	2.1	21
59	Reply to Owen White. <i>Remedial and Special Education</i> , <b>1987</b> , 8, 40-42	2.1	19
58	Learning-Disabled Students' Memory for Expository Prose: Mnemonic Versus Nonmnemonic Pictures. <i>American Educational Research Journal</i> , <b>1987</b> , 24, 505-519	2.9	38
57	Mnemonic facilitation of learning disabled students' memory for expository prose.. <i>Journal of Educational Psychology</i> , <b>1987</b> , 79, 27-34	5.3	38
56	The Quantitative Synthesis of Single-Subject Research: Methodology and Validation. <i>Remedial and Special Education</i> , <b>1987</b> , 8, 24-33	2.1	622
55	Academic levels and achievement gains of children hospitalized for psychiatric disorders. <i>Child Psychiatry and Human Development</i> , <b>1987</b> , 18, 71-81	3.3	4
54	Mnemonic Instruction in Special Education <b>1987</b> , 358-376		15
53	Extended mnemonic instruction with learning disabled students.. <i>Journal of Educational Psychology</i> , <b>1986</b> , 78, 300-308	5.3	40



52	Academic Characteristics of Behaviorally Disordered and Learning Disabled Students. <i>Behavioral Disorders</i> , <b>1986</b> , 11, 184-190	1.7	65
51	Improving the test-taking skills of behaviorally disordered and learning disabled children. <i>Exceptional Children</i> , <b>1986</b> , 53, 63-8	2.7	10
50	Effective Mnemonic Strategies for Gifted Learners. <i>Journal for the Education of the Gifted</i> , <b>1986</b> , 9, 105-124	1.2	30
49	Tutoring interventions within special education settings: A comparison of cross-age and peer tutoring. <i>Psychology in the Schools</i> , <b>1986</b> , 23, 187-193	1.5	45
48	Can children effectively reuse the same mnemonic pegwords?. <i>Educational Communication and Technology Journal</i> , <b>1986</b> , 34, 83-88		2
47	Direct Vs. Mnemonic Instruction: Relative Benefits for Exceptional Learners. <i>Journal of Special Education</i> , <b>1986</b> , 20, 299-308	1.4	24
46	Effects of a transformational mnemonic strategy to facilitate digit span recall by mildly handicapped students. <i>Psychological Reports</i> , <b>1986</b> , 58, 811-20	1.6	6
45	Can learning disabled students effectively use separate answer sheets?. <i>Perceptual and Motor Skills</i> , <b>1986</b> , 63, 155-60	2.2	11
44	Are Learning Disabled Students "Test-Wise?": An Inquiry into Reading Comprehension Test Items. <i>Educational and Psychological Measurement</i> , <b>1986</b> , 46, 1075-1082	3.1	4
43	Mnemonic Facilitation of Text-Embedded Science Facts. <i>American Educational Research Journal</i> , <b>1986</b> , 23, 489-506	2.9	21
42	Special Education Students as Tutors: A Review and Analysis. <i>Remedial and Special Education</i> , <b>1986</b> , 7, 15-25	2.1	53
41	The Effects of Coaching on the Standardized Test Performance of Learning Disabled and Behaviorally Disordered Students. <i>Remedial and Special Education</i> , <b>1986</b> , 7, 37-41	2.1	19
40	Early Intervention for Children with Conduct Disorders: A Quantitative Synthesis of Single-Subject Research. <i>Behavioral Disorders</i> , <b>1986</b> , 11, 260-271	1.7	128
39	Behaviorally Disordered Students as Tutors: Effects on Social Behavior. <i>Behavioral Disorders</i> , <b>1986</b> , 12, 36-44	1.7	8
38	Teaching Test-Taking Skills to Elementary-Grade Students: A Meta-Analysis. <i>Elementary School Journal</i> , <b>1986</b> , 87, 69-82	1.1	14
37	Spontaneous Verbal Elaboration in Gifted and Non-Gifted Youths. <i>Journal for the Education of the Gifted</i> , <b>1985</b> , 9, 1-10	0.9	25
36	Peer Tutoring with Behaviorally Disordered Students: Social and Academic Benefits. <i>Behavioral Disorders</i> , <b>1985</b> , 10, 283-294	1.7	37
35	The First Decade of the Journal Behavioral Disorders: A Quantitative Evaluation. <i>Behavioral Disorders</i> , <b>1985</b> , 11, 52-59	1.7	14

34	Attitudes of behaviorally disordered students toward tests. <i>Perceptual and Motor Skills</i> , <b>1985</b> , 60, 467-70.	2	7
33	Improving the test-taking skills of learning-disabled students. <i>Perceptual and Motor Skills</i> , <b>1985</b> , 60, 847-50.	5	11
32	Attitudes of behaviorally disordered students toward tests: a replication. <i>Perceptual and Motor Skills</i> , <b>1985</b> , 61, 963-6	2.2	2
31	Handicapped Students as Tutors. <i>Journal of Special Education</i> , <b>1985</b> , 19, 483-492	1.4	68
30	Facilitating the Acquisition of Science Facts in Learning Disabled Students. <i>American Educational Research Journal</i> , <b>1985</b> , 22, 575-586	2.9	43
29	Early Intervention for Socially Withdrawn Children. <i>Journal of Special Education</i> , <b>1985</b> , 19, 429-441	1.4	56
28	Mnemonic strategy instruction with learning disabled adolescents. <i>Journal of Learning Disabilities</i> , <b>1985</b> , 18, 94-100	2.7	35
27	Maximizing What Exceptional Students Can Learn: A Review of Research on the Keyword Method and Related Mnemonic Techniques. <i>Remedial and Special Education</i> , <b>1985</b> , 6, 39-45	2.1	40
26	Maximizing What Gifted Students Can Learn: Recent Findings of Learning Strategy Research. <i>Gifted Child Quarterly</i> , <b>1985</b> , 29, 181-185	2.3	21
25	Learning Disabled Students' Spontaneous Use of Test-Taking Skills on Reading Achievement Tests. <i>Learning Disability Quarterly</i> , <b>1985</b> , 8, 205-210	0.6	14
24	Mnemonic Vocabulary Instruction for Learning Disabled Students. <i>Learning Disability Quarterly</i> , <b>1985</b> , 8, 57-63	0.6	59
23	Tutoring Learning Disabled Students: A Critical Review. <i>Learning Disability Quarterly</i> , <b>1985</b> , 8, 286-298	0.6	24
22	Facilitating Learning Disabled Students' Acquisition of Science Classifications. <i>Learning Disability Quarterly</i> , <b>1985</b> , 8, 299-309	0.6	27
21	Current Conceptions of Test-Wiseness: Myths and Realities. <i>School Psychology Review</i> , <b>1985</b> , 14, 339-350.	1.6	13
20	An Analysis of Children's Strategy Use on Reading Achievement Tests. <i>Elementary School Journal</i> , <b>1985</b> , 85, 479-484	1.1	11
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