

Karrie A Shogren

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1401294/publications.pdf>

Version: 2024-02-01

222
papers

6,697
citations

81900

39
h-index

98798

67
g-index

244
all docs

244
docs citations

244
times ranked

2458
citing authors

#	ARTICLE	IF	CITATIONS
1	The Renaming of <i>Mental Retardation</i> : Understanding the Change to the Term <i>Intellectual Disability</i> . <i>Intellectual and Developmental Disabilities</i> , 2007, 45, 116-124.	1.1	408
2	Conceptualizing Supports and the Support Needs of People With Intellectual Disability. <i>Intellectual and Developmental Disabilities</i> , 2009, 47, 135-146.	1.1	268
3	Relationships Between Self-Determination and Postschool Outcomes for Youth With Disabilities. <i>Journal of Special Education</i> , 2015, 48, 256-267.	1.7	254
4	Transition Planning for Students With Intellectual Disability, Autism, or Other Disabilities: Data from the National Longitudinal Transition Study-2. <i>Intellectual and Developmental Disabilities</i> , 2012, 50, 16-30.	1.1	188
5	Effect of Intervention With the Self-Determined Learning Model of Instruction on Access and Goal Attainment. <i>Remedial and Special Education</i> , 2012, 33, 320-330.	2.3	186
6	Establishing a Causal Relationship Between Intervention to Promote Self-Determination and Enhanced Student Self-Determination. <i>Journal of Special Education</i> , 2013, 46, 195-210.	1.7	184
7	The Effect of Choice-Making as an Intervention for Problem Behavior. <i>Journal of Positive Behavior Interventions</i> , 2004, 6, 228-237.	1.7	163
8	The Impact of the Self-Determined Learning Model of Instruction on Student Self-Determination. <i>Exceptional Children</i> , 2012, 78, 135-153.	2.2	160
9	The role of positive psychology constructs in predicting life satisfaction in adolescents with and without cognitive disabilities: An exploratory study. <i>Journal of Positive Psychology</i> , 2006, 1, 37-52.	4.0	133
10	Can group interventions facilitate forgiveness of an ex-spouse? A randomized clinical trial.. <i>Journal of Consulting and Clinical Psychology</i> , 2005, 73, 880-892.	2.0	124
11	Examining Individual and Ecological Predictors of the Self-Determination of Students with Disabilities. <i>Exceptional Children</i> , 2007, 73, 488-510.	2.2	123
12	International perspectives and trends in research on inclusive education: a systematic review. <i>International Journal of Inclusive Education</i> , 2019, 23, 1277-1295.	2.6	117
13	Effects and Implications of Self-Management for Students With Autism. <i>Focus on Autism and Other Developmental Disabilities</i> , 2007, 22, 2-13.	1.3	114
14	A Meta-Analysis of Interventions to Promote Self-Determination for Students With Disabilities. <i>Remedial and Special Education</i> , 2020, 41, 176-188.	2.3	94
15	The Intellectual Disability Construct and Its Relation to Human Functioning. <i>Intellectual and Developmental Disabilities</i> , 2008, 46, 311-318.	1.1	90
16	A Randomized-Trial Evaluation of the Effect of <i>Whose Future Is It Anyway?</i> on Self-Determination. <i>Career Development and Transition for Exceptional Individuals</i> , 2011, 34, 45-56.	1.9	86
17	A Framework for Research and Intervention Design in Supported Decision-Making. <i>Inclusion</i> , 2015, 3, 17-23.	1.3	79
18	A Social-ecological Analysis of the Self-Determination Literature. <i>Intellectual and Developmental Disabilities</i> , 2013, 51, 496-511.	1.1	75

#	ARTICLE	IF	CITATIONS
19	Culture and Self-Determination: A Synthesis of the Literature and Directions for Future Research and Practice. <i>Career Development and Transition for Exceptional Individuals</i> , 2011, 34, 115-127.	1.9	74
20	The Definition of "Context" and Its Application in the Field of Intellectual Disability. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2014, 11, 109-116.	2.7	74
21	Embedding Interventions to Promote Self-Determination within Multitiered Systems of Supports. <i>Exceptionality</i> , 2016, 24, 213-224.	1.5	70
22	The Role of Autonomy, Self-Realization, and Psychological Empowerment in Predicting Outcomes for Youth With Disabilities. <i>Remedial and Special Education</i> , 2016, 37, 55-62.	2.3	67
23	The Application of Positive Psychology and Self-Determination to Research in Intellectual Disability: A Content Analysis of 30 Years of Literature. <i>Research and Practice for Persons With Severe Disabilities</i> , 2006, 31, 338-345.	1.4	65
24	Characteristics and Needs of People With Intellectual Disability Who Have Higher IQs. <i>Intellectual and Developmental Disabilities</i> , 2009, 47, 220-233.	1.1	65
25	Increasing play and decreasing the challenging behavior of children with autism during recess with activity schedules and task correspondence training. <i>Research in Autism Spectrum Disorders</i> , 2009, 3, 547-555.	1.5	65
26	Preliminary Lessons About Supporting Participation and Learning in Inclusive Classrooms. <i>Research and Practice for Persons With Severe Disabilities</i> , 2015, 40, 192-210.	1.4	62
27	Supporting Students With Severe Disabilities in Inclusive Schools. <i>Research and Practice for Persons With Severe Disabilities</i> , 2015, 40, 261-274.	1.4	62
28	Bullying and Middle School Students With and Without Specific Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2015, 48, 239-254.	2.2	61
29	Exploring the Effect of Disability, Race-Ethnicity, and Socioeconomic Status on Scores on the Self-Determination Inventory: Student Report. <i>Exceptional Children</i> , 2018, 85, 10-27.	2.2	59
30	Promoting Self-determination in Young Children With Disabilities. <i>Infants and Young Children</i> , 2006, 19, 338-352.	0.7	58
31	Promoting Self-Determination in Health and Medical Care: A Critical Component of Addressing Health Disparities in People with Intellectual Disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2006, 3, 105-113.	2.7	57
32	All Means All. <i>Research and Practice for Persons With Severe Disabilities</i> , 2015, 40, 173-191.	1.4	57
33	Impact of the Self-Determined Learning Model of Instruction on Self-Determination and Goal Attainment in Adolescents With Intellectual Disability. <i>Journal of Disability Policy Studies</i> , 2019, 30, 22-34.	1.5	57
34	Public Policy and Outcomes for Persons With Intellectual Disability: Extending and Expanding the Public Policy Framework of AAIDD's 11th Edition of <i>Intellectual Disability: Definition, Classification, and Systems of Support</i> . <i>Intellectual and Developmental Disabilities</i> , 2010, 48, 375-386.	1.1	55
35	Exploring the Perceptions of Self-Determination of Individuals With Intellectual Disability. <i>Intellectual and Developmental Disabilities</i> , 2011, 49, 86-102.	1.1	55
36	Using Context as an Integrative Framework to Align Policy Goals, Supports, and Outcomes in Intellectual Disability. <i>Intellectual and Developmental Disabilities</i> , 2015, 53, 367-376.	1.1	54

#	ARTICLE	IF	CITATIONS
37	Title is missing!. Journal of Developmental and Physical Disabilities, 2003, 15, 367-375.	1.6	53
38	The Perspectives of Students With and Without Disabilities on Inclusive Schools. Research and Practice for Persons With Severe Disabilities, 2015, 40, 243-260.	1.4	51
39	Causal Agency Theory. , 2017, , 55-67.		50
40	Reviewing Research on the Self-Determined Learning Model of Instruction: Mapping the Terrain and Charting a Course to Promote Adoption and Use. Advances in Neurodevelopmental Disorders, 2017, 1, 3-13.	1.1	47
41	Using videoconferencing to support teachers to conduct preference assessments with students with autism and developmental disabilities. Research in Autism Spectrum Disorders, 2009, 3, 32-41.	1.5	44
42	Public Policy and the Enhancement of Desired Outcomes for Persons With Intellectual Disability. Intellectual and Developmental Disabilities, 2009, 47, 307-319.	1.1	43
43	A Crisis in Career Development: Life Designing and Implications for Transition. Career Development and Transition for Exceptional Individuals, 2019, 42, 179-187.	3.1	43
44	Autonomy, Psychological Empowerment, and Self-Realization: Exploring Data on Self-Determination from NLTS2. Exceptional Children, 2014, 80, 221-235.	2.2	40
45	Preliminary Validity and Reliability of Scores on the <i>Self-Determination Inventory</i>: Student Report Version. Career Development and Transition for Exceptional Individuals, 2017, 40, 92-103.	3.1	40
46	Technology and Self-Determination in Transition Planning: The Impact of Technology Use in Transition Planning on Student Self-Determination. Journal of Special Education Technology, 2011, 26, 13-24.	2.2	39
47	The impact of the Self-Determined Career Development Model on self-determination. Journal of Vocational Rehabilitation, 2016, 45, 337-350.	0.9	39
48	How does employment influence health outcomes? A systematic review of the intellectual disability literature. Journal of Vocational Rehabilitation, 2018, 49, 1-13.	0.9	39
49	Religion and Individuals with Intellectual Disabilities. Journal of Religion Disability and Health, 2005, 9, 29-53.	0.3	36
50	Positive Psychology and Disability. , 2013, , .		36
51	Evaluating the Differential Impact of Interventions to Promote Self-Determination and Goal Attainment for Transition-Age Youth with Intellectual Disability. Research and Practice for Persons With Severe Disabilities, 2018, 43, 165-180.	1.4	36
52	The Impact of Teaching Self-Determination Skills on the On-Task and Off-Task Behaviors of Students With Emotional and Behavioral Disorders. Journal of Emotional and Behavioral Disorders, 2014, 22, 27-40.	1.7	35
53	Hispanic Mothers' Perceptions of Self-Determination. Research and Practice for Persons With Severe Disabilities, 2012, 37, 170-184.	1.4	34
54	Expanding Inclusive Educational Opportunities for Students With the Most Significant Cognitive Disabilities Through Personalized Supports. Intellectual and Developmental Disabilities, 2018, 56, 396-411.	1.1	34

#	ARTICLE	IF	CITATIONS
55	Development of the Supported Decision Making Inventory System. <i>Intellectual and Developmental Disabilities</i> , 2017, 55, 432-439.	1.1	33
56	Self- Versus Teacher Management of Behavior for Elementary School Students With Asperger Syndrome: Impact on Classroom Behavior. <i>Journal of Positive Behavior Interventions</i> , 2011, 13, 87-96.	1.7	31
57	The Self-Determination Inventory—Student Report: Confirming the Factor Structure of a New Measure. <i>Assessment for Effective Intervention</i> , 2020, 45, 110-120.	0.8	31
58	An Evaluation of the <i>Beyond High School</i> Model on the Self- Determination of Students With Intellectual Disability. <i>Career Development and Transition for Exceptional Individuals</i> , 2012, 35, 76-84.	3.1	30
59	Promoting and enhancing self-determination to improve the post-school outcomes of people with disabilities. <i>Journal of Vocational Rehabilitation</i> , 2018, 48, 187-196.	0.9	30
60	Exploring Essential Characteristics of Self-Determination for Diverse Students Using Data From NLTS2. <i>Career Development and Transition for Exceptional Individuals</i> , 2014, 37, 168-176.	3.1	29
61	Self-Determination and Choice. <i>Evidence-based Practices in Behavioral Health</i> , 2016, , 561-584.	0.3	29
62	An Interface to Support Independent Use of Facebook by People With Intellectual Disability. <i>Intellectual and Developmental Disabilities</i> , 2015, 53, 30-41.	1.1	28
63	Participation and Intellectual Disability: A Review of the Literature. <i>Intellectual and Developmental Disabilities</i> , 2016, 54, 427-439.	1.1	28
64	CONTEXTUAL PREDICTORS OF SELF-DETERMINED ACTIONS IN STUDENTS WITH AND WITHOUT INTELLECTUAL DISABILITY. <i>Psychology in the Schools</i> , 2017, 54, 183-195.	1.8	28
65	Exploring Personal and School Environment Characteristics that Predict Self-Determination. <i>Exceptionality</i> , 2013, 21, 147-157.	1.5	27
66	Promoting change in employment supports: Impacts of a community-based change model. <i>Journal of Vocational Rehabilitation</i> , 2017, 47, 19-24.	0.9	27
67	Introduction to the Self-Determination Construct. , 2017, , 3-16.		27
68	Video self-modeling to teach classroom rules to two students with Asperger's. <i>Research in Autism Spectrum Disorders</i> , 2009, 3, 483-488.	1.5	26
69	Human Agentic Theories and the Development of Self-Determination. , 2017, , 17-26.		26
70	Promoting Self-Determination and Integrated Employment Through the Self-Determined Career Development Model. <i>Advances in Neurodevelopmental Disorders</i> , 2017, 1, 55-62.	1.1	25
71	The Supports Paradigm and Intellectual and Developmental Disabilities. , 2017, , 23-35.		25
72	An accessible testing, learning and assessment system for people with intellectual disability. <i>International Journal of Developmental Disabilities</i> , 2017, 63, 204-210.	2.0	24

#	ARTICLE	IF	CITATIONS
73	Supported Decision-Making: Implications from Positive Psychology for Assessment and Intervention in Rehabilitation and Employment. <i>Journal of Occupational Rehabilitation</i> , 2017, 27, 498-506.	2.2	24
74	Self-determination and future goals in a sample of adults with intellectual disability. <i>Journal of Intellectual Disability Research</i> , 2020, 64, 27-37.	2.0	24
75	Using a Multidimensional Model to Analyze Context and Enhance Personal Outcomes. <i>Intellectual and Developmental Disabilities</i> , 2020, 58, 95-110.	1.1	23
76	The State of Inclusion With Students With Intellectual and Developmental Disabilities in the United States. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2021, 18, 36-43.	2.7	23
77	Autism and Self-Determination: Factor Analysis of Two Measures of Self-Determination. <i>Focus on Autism and Other Developmental Disabilities</i> , 2017, 32, 163-175.	1.3	22
78	Whole-Class Implementation of the Self-Determined Learning Model of Instruction in Inclusive High School Mathematics Classes. <i>Inclusion</i> , 2018, 6, 164-174.	1.3	22
79	Considering Context: An Integrative Concept for Promoting Outcomes in the Intellectual Disability Field. <i>Intellectual and Developmental Disabilities</i> , 2013, 51, 132-137.	1.1	21
80	The Supports Intensity Scale—Children's Version: Preliminary Reliability and Validity. <i>Inclusion</i> , 2014, 2, 140-149.	1.3	21
81	The Development of Self-Determination During Adolescence. , 2017, , 89-98.		20
82	The Impact of Personal Factors on Self-Determination and Early Adulthood Outcome Constructs in Youth With Disabilities. <i>Journal of Disability Policy Studies</i> , 2017, 27, 223-233.	1.5	20
83	The impact of personal characteristics on scores on the Self-determination Inventory: Student report in adolescents with and without disabilities. <i>Psychology in the Schools</i> , 2018, 55, 1013-1026.	1.8	20
84	Self-determination. , 2017, , 49-64.		20
85	Core Concepts of Disability Policy, the Convention on the Rights of Persons With Disabilities, and Public Policy Research With Respect to Developmental Disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2014, 11, 19-26.	2.7	19
86	SUPPORT NEEDS OF CHILDREN WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES: AGE-RELATED IMPLICATIONS FOR ASSESSMENT. <i>Psychology in the Schools</i> , 2015, 52, 874-891.	1.8	19
87	A cross-cultural comparison of the self-determination construct in Italian and American adolescents. <i>International Journal of Adolescence and Youth</i> , 2015, 20, 501-517.	1.8	19
88	Mediating Role of Self-Determination Constructs in Explaining the Relationship Between School Factors and Postschool Outcomes. <i>Exceptional Children</i> , 2017, 83, 165-180.	2.2	19
89	An Examination of the Relationship Between Postschool Outcomes and Autonomy, Psychological Empowerment, and Self-Realization. <i>Journal of Special Education</i> , 2017, 51, 115-124.	1.7	19
90	Going beyond Environment to Context: Leveraging the Power of Context to Produce Change. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 1885.	2.6	19

#	ARTICLE	IF	CITATIONS
91	An Integrated Approach to Disability Policy Development, Implementation, and Evaluation. <i>Intellectual and Developmental Disabilities</i> , 2017, 55, 258-268.	1.1	18
92	Integrating Augmentative and Alternative Communication and Peer Support for Students with Disabilities: A Social-Ecological Perspective. <i>Journal of Special Education Technology</i> , 2012, 27, 23-39.	2.2	17
93	The Support Needs of Children with Intellectual Disability and Autism: Implications for Supports Planning and Subgroup Classification. <i>Journal of Autism and Developmental Disorders</i> , 2017, 47, 865-877.	2.7	17
94	Psychometric Properties of the Spanish Version of the Self-Determination Inventory Student Self-Report: A Structural Equation Modeling Approach. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2018, 123, 545-557.	1.6	17
95	The Impact of the Self-Determined Learning Model of Instruction on Student Self-Determination in Inclusive, Secondary Classrooms. <i>Remedial and Special Education</i> , 2021, 42, 363-373.	2.3	17
96	On the benefits of latent variable modeling for norming scales. <i>International Journal of Behavioral Development</i> , 2016, 40, 373-384.	2.4	16
97	Examining the Reliability and Validity of the <i>Supports Intensity Scaleâ€™s Childrenâ€™s Version</i> in Children With Autism and Intellectual Disability. <i>Focus on Autism and Other Developmental Disabilities</i> , 2017, 32, 293-304.	1.3	16
98	Self-Determination, Intellectual Disability, and Context: A Meta-Analytic Study. <i>Intellectual and Developmental Disabilities</i> , 2017, 55, 303-314.	1.1	16
99	Leveraging the Power of Context in Disability Policy Development, Implementation, and Evaluation: Multiple Applications to Enhance Personal Outcomes. <i>Journal of Disability Policy Studies</i> , 2021, 31, 230-243.	1.5	16
100	Construct Validation of the Supports Intensity Scale â€™s Children and Adult Versions: An Application of a Pseudo Multitrait-Multimethod Approach. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2016, 121, 550-563.	1.6	15
101	The Influence of Academic Tracking on Adolescent Social Networks. <i>Remedial and Special Education</i> , 2016, 37, 89-100.	2.3	15
102	Exploring Student, Family, and School Predictors of Self-Determination Using NLTSS Data. <i>Career Development and Transition for Exceptional Individuals</i> , 2016, 39, 23-33.	3.1	15
103	Self-Determined Learning to Motivate Struggling Learners in Reading and Writing. <i>Intervention in School and Clinic</i> , 2017, 52, 295-303.	1.0	15
104	Self-Determination and the Enrollment in and Completion of Postsecondary Education for Students With Disabilities. <i>Career Development and Transition for Exceptional Individuals</i> , 2017, 40, 225-234.	3.1	15
105	Assessing Character Strengths in Youth With Intellectual Disability: Reliability and Factorial Validity of the VIA-Youth. <i>Intellectual and Developmental Disabilities</i> , 2018, 56, 13-29.	1.1	15
106	The Responsibility to Build Contexts That Enhance Human Functioning and Promote Valued Outcomes for People With Intellectual Disability: Strengthening System Responsiveness. <i>Intellectual and Developmental Disabilities</i> , 2018, 56, 287-300.	1.1	15
107	The Use of a Contextâ€™Based Change Model to Unfreeze the Status Quo and Drive Valued Outcomes. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2018, 15, 101-109.	2.7	15
108	Career Design and Development for Adults with Intellectual Disability: a Program Evaluation. <i>Advances in Neurodevelopmental Disorders</i> , 2019, 3, 111-118.	1.1	15

#	ARTICLE	IF	CITATIONS
109	State of the Field: The Need for <sc>Self-Report</sc> Measures of Health and Quality of Life for People With Intellectual and Developmental Disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2021, 18, 286-295.	2.7	15
110	Family Role in the Development of Self-Determination for Youth With Intellectual and Developmental Disabilities: A Scoping Review. <i>Intellectual and Developmental Disabilities</i> , 2021, 59, 315-334.	1.1	15
111	Examining the Impact of the SDLMI and Whose Future Is It? Over a Two-Year Period With Students With Intellectual Disability. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2020, 125, 217-229.	1.6	15
112	Examining the Relationship Between Teacher Perceptions of Implementation of the SDLMI and Student Self-Determination Outcomes. <i>Career Development and Transition for Exceptional Individuals</i> , 2020, 43, 53-63.	3.1	14
113	Effects of Using a Web-Based Individualized Education Program Decision-Making Tutorial. <i>Journal of Special Education</i> , 2013, 47, 175-185.	1.7	13
114	Using the Core Concepts Framework to Understand Three Generations of Inclusive Practices. <i>Inclusion</i> , 2014, 2, 237-247.	1.3	13
115	Reliability and Validity of the Supplemental Protection and Advocacy Scale of the Supports Intensity Scale. <i>Inclusion</i> , 2014, 2, 100-109.	1.3	13
116	Including Students with Extensive and Pervasive Support Needs. <i>Advances in Special Education</i> , 2016, , 129-155.	0.1	13
117	Implementing the SDLMI With Students With Significant Support Needs During Transition Planning. <i>Career Development and Transition for Exceptional Individuals</i> , 2020, 43, 115-121.	3.1	13
118	Improving Outcomes of Transition-Age Youth With Disabilities: A Life Course Perspective. <i>Career Development and Transition for Exceptional Individuals</i> , 2020, 43, 18-28.	3.1	13
119	The Self-Determined Learning Model of Instruction and Students With Extensive Support Needs in Inclusive Settings. <i>Intellectual and Developmental Disabilities</i> , 2020, 58, 82-90.	1.1	13
120	Student and Teacher Perceptions of Goal Attainment During Intervention With the Self-Determined Learning Model of Instruction. <i>Journal of Special Education</i> , 2021, 55, 101-112.	1.7	13
121	Establishing the Field of Applied Cognitive Technology. <i>Inclusion</i> , 2013, 1, 91-94.	1.3	12
122	Examining Predictors of Self-Determination in Adults with Intellectual and Developmental Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2018, 30, 601-614.	1.6	12
123	Exploring Self-Determination Outcomes of Racially and Ethnically Marginalized Students With Disabilities in Inclusive, General Education Classrooms. <i>Inclusion</i> , 2021, 9, 189-205.	1.3	12
124	Recommendations of the Self-Determination and Self-Advocacy Strand From the National Goals 2015 Conference. <i>Inclusion</i> , 2015, 3, 205-210.	1.3	12
125	Locus of Control Orientations in Students with Intellectual Disability, Learning Disabilities, and No Disabilities: A Latent Growth Curve Analysis. <i>Research and Practice for Persons With Severe Disabilities</i> , 2010, 35, 80-92.	1.4	11
126	Measuring the Early Adulthood Outcomes of Young Adults with Disabilities: Developing Constructs using NLT2 Data. <i>Exceptionality</i> , 2016, 24, 45-61.	1.5	11

#	ARTICLE	IF	CITATIONS
127	The Development of Self-Determination During Childhood. , 2017, , 71-88.		11
128	The Application of the VIA Classification of Strengths to Youth With and Without Disabilities. Inclusion, 2017, 5, 213-228.	1.3	11
129	Age of Majority and Alternatives to Guardianship: A Necessary Amendment to the Individuals with Disabilities Education Improvement Act of 2004. Journal of Disability Policy Studies, 2023, 34, 17-27.	1.5	11
130	Exploring the Relationship between Student and Teacher/Proxy-Respondent Scores on the Self-Determination Inventory. Exceptionality, 2021, 29, 47-60.	1.5	11
131	“Eye Opening and Chaotic” Resilience and Self-Determination of Secondary Students with Disabilities Amidst the COVID-19 Pandemic. Journal of Education for Students Placed at Risk, 2021, 26, 157-183.	2.5	11
132	Developing Student, Family, and School Constructs From NLTS2 Data. Journal of Special Education, 2015, 49, 89-103.	1.7	10
133	Examining age-related differences in support needs on the Supports Intensity Scale-Children's Version-Spanish translation. International Journal of Clinical and Health Psychology, 2016, 16, 306-314.	5.1	10
134	The Impact of Medical/Behavioral Support Needs on the Supports Needed by Adolescents With Intellectual Disability to Participate in Community Life. American Journal on Intellectual and Developmental Disabilities, 2017, 122, 173-191.	1.6	10
135	The Spanish version of the Self-Determination Inventory Student Report : application of item response theory to self-determination measurement. Journal of Intellectual Disability Research, 2018, 62, 303-311.	2.0	10
136	Exploring the Relationships among Basic Psychological Needs Satisfaction and Frustration, Agentive Engagement, Motivation, and Self-Determination in Adolescents with Disabilities. Advances in Neurodevelopmental Disorders, 2019, 3, 119-128.	1.1	10
137	Self-Determination of Students with Autism Spectrum Disorder: A Systematic Review. Journal of Developmental and Physical Disabilities, 2021, 33, 887-908.	1.6	10
138	Enhancing Secondary Students’ Goal Attainment and Self-Determination in General Education Mathematics Classes Using the Self-Determined Learning Model of Instruction. Advances in Neurodevelopmental Disorders, 2020, 4, 155-167.	1.1	10
139	Goal attainment scaling”community-based: A method to incorporate personalized outcomes into intervention research with youth and adults on the autism spectrum. Autism, 2022, 26, 178-187.	4.1	10
140	Impact of the Protection and Advocacy Subscale on the Factorial Validity of the Supports Intensity Scale”Adult Version. American Journal on Intellectual and Developmental Disabilities, 2016, 121, 48-64.	1.6	9
141	Examining Types of Goals Set by Transition-Age Students With Intellectual Disability. Career Development and Transition for Exceptional Individuals, 0, , 216514342095905.	3.1	9
142	Advancing the Personalization of Assessment and Intervention in Autistic Adolescents and Young Adults by Targeting Self-Determination and Executive Processes. Autism in Adulthood, 2021, 3, 289-299.	6.9	9
143	Strengths-Based Approaches to Intellectual and Developmental Disabilities. , 2017, , 13-21.		9
144	Detecting Changes in Support Needs Over Time. American Journal on Intellectual and Developmental Disabilities, 2018, 123, 315-328.	1.6	8

#	ARTICLE	IF	CITATIONS
145	The Assessment of Self-Determination in Spanish and American Adolescents: The Self-Determination Inventory: Student Report. <i>Intellectual and Developmental Disabilities</i> , 2019, 57, 274-288.	1.1	8
146	Comparing the Impact of Online and Paper-and-Pencil Administration of the Self-Determination Inventory: Student Report. <i>Journal of Special Education Technology</i> , 2020, 35, 133-144.	2.2	8
147	Goal Attainment Scaling: A Framework for Research and Practice in the Intellectual and Developmental Disabilities Field. <i>Intellectual and Developmental Disabilities</i> , 2021, 59, 7-21.	1.1	8
148	The Self-Determined Learning Model of Instruction: Promoting Implementation Fidelity. <i>Inclusion</i> , 2021, 9, 46-62.	1.3	8
149	Character Strengths. , 2017, , 189-199.		8
150	Culture and Self-Determination. , 2017, , 159-168.		8
151	Self-Determination and Adult Transitions and Supports. <i>New Directions for Adult and Continuing Education</i> , 2018, 2018, 53-62.	0.7	7
152	Differences in Self-Determination Across Disability Categories: Findings From National Longitudinal Transition Study 2012. <i>Journal of Disability Policy Studies</i> , 2022, 32, 245-256.	1.5	7
153	Refining the Supported Decision Making Inventory. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2020, 17, 195-206.	2.7	7
154	Disability and Positive Psychology. <i>Cross-cultural Advancements in Positive Psychology</i> , 2014, , 175-188.	0.2	7
155	Examining Measurement Invariance and Differences in Age Cohorts on the Supports Intensity Scale-Children's Version-Catalan Translation. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2017, 122, 511-524.	1.6	6
156	Career Adaptability, Self-Determination, and Life Satisfaction: A Mediation Analysis With People With Substance Use Disorder. <i>Journal of Career Development</i> , 2021, 48, 213-228.	2.8	6
157	Examining the Impact of Personal Factors on Scores on the Self-Determination Inventory: Adult Report in Adults with Disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2021, 18, 120-130.	2.7	6
158	Positive Psychology and Education of Students with Disabilities: the Way Forward for Assessment and Intervention. <i>Advances in Neurodevelopmental Disorders</i> , 2021, 5, 11-20.	1.1	6
159	Self-Determination Assessment in Adults With and Without Intellectual Disability. <i>Intellectual and Developmental Disabilities</i> , 2021, 59, 55-69.	1.1	6
160	The Emergence of a Human Services Cooperative to Support Families and Young Adults with Disabilities: Implications for Disability Services and Supports. <i>Research and Practice for Persons With Severe Disabilities</i> , 2013, 38, 259-273.	1.4	5
161	Exploring Shared Measurement Properties and Score Comparability Between Two Versions of the Supports Intensity Scale. <i>Career Development and Transition for Exceptional Individuals</i> , 2016, 39, 216-226.	3.1	5
162	Centers for independent living and secondary transition collaboration: characteristics for enhanced service delivery for adolescents in the United States. <i>Disability and Rehabilitation</i> , 2017, 39, 1287-1295.	1.8	5

#	ARTICLE	IF	CITATIONS
163	The benefits of latent variable modeling to develop norms for a translated version of a standardized scale. <i>International Journal of Behavioral Development</i> , 2017, 41, 743-750.	2.4	5
164	Exploring the Impact of Environmental Factors on Scores on the Self-Determination Inventory: Adult Report. <i>Advances in Neurodevelopmental Disorders</i> , 2020, 4, 400-412.	1.1	5
165	Fostering Inclusion of Students With Significant Cognitive Disabilities by Using Learning Map Models and Map-Based Assessments. <i>Inclusion</i> , 2017, 5, 110-120.	1.3	5
166	Applications of the Self-Determination Construct to Disability. , 2017, , 111-123.		5
167	Examining Perceptions Toward Self-Determination of People with Disabilities: A Meta-synthesis. <i>Journal of Developmental and Physical Disabilities</i> , 2022, 34, 717-737.	1.6	5
168	Intervening from the "Inside Out": Exploring the Role of Self-Determination and Mindfulness-Based Interventions for People with Intellectual and Developmental Disabilities. <i>Advances in Neurodevelopmental Disorders</i> , 2022, 6, 147-156.	1.1	5
169	Introduction to Positive Psychology. , 2017, , 3-11.		4
170	Sibling Roles in Family-School Partnerships for Students With Disabilities During Transition Planning. <i>Career Development and Transition for Exceptional Individuals</i> , 2019, 42, 194-200.	3.1	4
171	Examining the Impact of Respondent-Level Factors on Scores on the Supports Intensity Scale "Children's Version. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2019, 124, 309-323.	1.6	4
172	Examining Underlying Relationships Between the ASDA-S and the AIR and the ASDA of Adolescents and Young Adults With and Without Disabilities. <i>Advances in Neurodevelopmental Disorders</i> , 2019, 3, 173-187.	1.1	4
173	Mapping the Literature on the Essential Characteristics of Self-Determination. <i>Advances in Neurodevelopmental Disorders</i> , 2020, 4, 1-14.	1.1	4
174	Examining the Impact of Professional Development on the Self-Determined Learning Model of Instruction for General and Special Educators. <i>Inclusion</i> , 2021, 9, 118-133.	1.3	4
175	Development of the Goal-Setting Challenge App: Engaging Users to Promote Self-Determination. <i>International Journal of Disability Development and Education</i> , 2022, 69, 331-351.	1.1	4
176	How Are Self-Determination Components Taught to Improve Reading Outcomes for Elementary Students With or At Risk for Learning Disabilities?. <i>Learning Disability Quarterly</i> , 2021, 44, 288-303.	1.3	4
177	Self-Determination, Preference, and Choice. , 2020, , 27-43.		4
178	Psychometric Properties of Self-Determination Inventory: Student Report Among Chinese Students With and Without Intellectual and Developmental Disabilities. <i>Intellectual and Developmental Disabilities</i> , 2022, 60, 41-56.	1.1	4
179	Self-Report and Administrative Data on Disability and IEP Status: Examining Differences and Impacts on Intervention Outcomes. <i>Journal of Disability Policy Studies</i> , 2023, 33, 253-266.	1.5	4
180	Promoting the Self-Determination and Goal Attainment of Youth with Learning Disabilities and Behavioral Disorders. <i>Advances in Learning and Behavioral Disabilities</i> , 2015, , 173-196.	0.3	3

#	ARTICLE	IF	CITATIONS
181	Creating a SISâ€™A Annual Review Protocol to Determine the Need for Reassessment. <i>Intellectual and Developmental Disabilities</i> , 2016, 54, 217-228.	1.1	3
182	Examining Underlying Relationships Between the Supports Intensity Scaleâ€™Adult Version and the Supports Intensity Scaleâ€™Childrenâ€™s Version. <i>Assessment for Effective Intervention</i> , 2017, 42, 237-247.	0.8	3
183	An Analysis of Motivation in Three Self-Determination Curricula. <i>Career Development and Transition for Exceptional Individuals</i> , 2017, 40, 175-185.	3.1	3
184	Convergent Validity of the Self-Determination Inventory: Student Report. <i>Journal of Well-Being Assessment</i> , 2019, 3, 39-58.	0.7	3
185	Promoting Career Design in Youth and Young Adults with ASD: A Feasibility Study. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 2689-2700.	2.7	3
186	Goal Setting and Attainment. , 2017, , 237-250.		3
187	Empowering Transition-Age Students to Use Self-Determination Assessment to Lead IEP Goal Development. <i>Teaching Exceptional Children</i> , 2023, 55, 402-411.	1.0	3
188	Causal Agency Theory: A Theoretical Framework for Understanding Self-Determination. , 2022, , 29-36.		3
189	Social-Ecological Models of Disability. , 0, , 29-45.		2
190	Examining the Impact of Implementation Supports on Goals Set by Students in Inclusive, Secondary Classes. <i>Exceptionality</i> , 2022, 30, 324-339.	1.5	2
191	Cognitive Impairment and Intellectual Disability. <i>Advances in Special Education</i> , 2014, , 55-89.	0.1	2
192	The Supports Intensity Scale Children's Versionâ€™Icelandic Translation: Examining Measurement Properties. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2020, 125, 318-334.	1.6	2
193	Assessment in the Application of Positive Psychology to Intellectual and Developmental Disabilities. , 2017, , 37-46.		2
194	The Self-Determination Inventory: Student Report American Sign Language Translation. <i>Journal of Deaf Studies and Deaf Education</i> , 2022, 27, 245-261.	1.2	2
195	Leadership in the Field of Intellectual and Developmental Disabilities. <i>Intellectual and Developmental Disabilities</i> , 2008, 46, 393-395.	1.1	1
196	Cognitive Impairment and Intellectual Disability. <i>Advances in Special Education</i> , 2014, , 55-89.	0.1	1
197	Preference and Choice-Expression. , 2017, , 199-207.		1
198	The Self-determined Career Design Model: Supporting Young People with Developmental Disabilities and Their Families in Home and Community Settings. <i>International Perspectives on Inclusive Education</i> , 2019, , 201-220.	0.2	1

#	ARTICLE	IF	CITATIONS
199	Impact of Different Pairings of Respondents on Scores on the Supports Intensity Scaleâ€”Adult Version (SIS-A). <i>American Journal on Intellectual and Developmental Disabilities</i> , 2021, 126, 361-376.	1.6	1
200	Policies and Practices to Support Preference, Choice, and Self-Determination: An Ecological Understanding. , 2020, , 339-354.		1
201	Employment Trends in Rhode Island From 2011 to 2017 for Adults With Intellectual Disability and Developmental Disabilities. <i>Intellectual and Developmental Disabilities</i> , 2020, 58, 458-471.	1.1	1
202	Promoting Self-Determination in Community Contexts: Experiences With Implementing the Self-Determined Learning Model of Instruction. <i>Inclusion</i> , 2022, 10, 53-70.	1.3	1
203	Causal Agency Theory: Defining Self-Determined Actions. , 2022, , 37-52.		1
204	Causal Agency Theory: Autonomy-Supportive Environments and Interventions. , 2022, , 53-60.		1
205	Cognitive and Developmental Disabilities. , 2013, , .		0
206	Introduction to Supported Decision-Making and Its Emergence in the Disability Field. , 0, , 3-26.		0
207	Decision-Making Capacity in Law and Practice. , 0, , 118-138.		0
208	Environmental Demands for Decision-Making. , 0, , 139-157.		0
209	Decision-Making Skills and Support Needs for Decision-Making. , 0, , 158-180.		0
210	Supported Decision-Making and Self-Determination Research. , 0, , 183-199.		0
211	Implications for Future Theory, Research, and Practice. , 0, , 253-258.		0
212	Strengths-Based Approaches: Positive Psychology and Disability. , 0, , 46-67.		0
213	Social-Ecological Framework for Supported Decision-Making. , 0, , 99-117.		0
214	Building Systems of Supports for Supported Decision-Making. , 0, , 233-252.		0
215	Causal Agency Theory: Self-Determination and Disability. , 0, , 68-96.		0
216	Assessment and Intervention in Supported Decision-Making. , 0, , 200-232.		0

#	ARTICLE	IF	CITATIONS
217	Supported Decision-Making as an Alternative to Guardianship. , 2017, , 247-259.		0
218	Goal Setting and Attainment and Self-regulation. , 2017, , 231-245.		0
219	Problem Solving and Self-advocacy. , 2017, , 217-229.		0
220	Self-Initiation and Planning. , 2017, , 209-217.		0
221	The Development of Choice-Making and Implications for Promoting Choice and Autonomy for Children and Youth with Intellectual and Developmental Disabilities. , 2020, , 179-194.		0
222	The Italian Translation of the Supports Intensity Scale-Children (SIS-C Italian): Measurement Invariance and Differences. Journal of International Special Needs Education, 2022, 25, 37-47.	0.5	0