

Karrie A Shogren

List of Publications by Year in descending order

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222
papers

6,697
citations

81900

39
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98798

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244
all docs

244
docs citations

244
times ranked

2458
citing authors

#	ARTICLE	IF	CITATIONS
1	Age of Majority and Alternatives to Guardianship: A Necessary Amendment to the Individuals with Disabilities Education Improvement Act of 2004. <i>Journal of Disability Policy Studies</i> , 2023, 34, 17-27.	1.5	11
2	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
3	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
4	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
5	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
6	Goal attainment scaling—community-based: A method to incorporate personalized outcomes into intervention research with youth and adults on the autism spectrum. <i>Autism</i> , 2022, 26, 178-187.	4.1	10
7	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
8	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
9	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
10	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
11	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
12	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
13	The Italian Translation of the Supports Intensity Scale-Children (SIS-C Italian): Measurement Invariance and Differences. <i>Journal of International Special Needs Education</i> , 2022, 25, 37-47.	0.5	0
14	Causal Agency Theory: A Theoretical Framework for Understanding Self-Determination. , 2022, , 29-36.		3
15	Causal Agency Theory: Defining Self-Determined Actions. , 2022, , 37-52.		1
16	Causal Agency Theory: Autonomy-Supportive Environments and Interventions. , 2022, , 53-60.		1
17	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
18	Self-Determination of Students with Autism Spectrum Disorder: A Systematic Review. <i>Journal of Developmental and Physical Disabilities</i> , 2021, 33, 887-908.	1.6	10

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19	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
20	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
21	Exploring the Relationship between Student and Teacher/Proxy-Respondent Scores on the Self-Determination Inventory. <i>Exceptionality</i> , 2021, 29, 47-60.	1.5	11
22	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
23	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
24	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
25	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
26	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
27	Self-Determination Assessment in Adults With and Without Intellectual Disability. <i>Intellectual and Developmental Disabilities</i> , 2021, 59, 55-69.	1.1	6
28	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
29	The Self-Determined Learning Model of Instruction: Promoting Implementation Fidelity. <i>Inclusion</i> , 2021, 9, 46-62.	1.3	8
30	Eye Opening and Chaotic Resilience and Self-Determination of Secondary Students with Disabilities Amidst the COVID-19 Pandemic. <i>Journal of Education for Students Placed at Risk</i> , 2021, 26, 157-183.	2.5	11
31	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
32	State of the Field: The Need for Self-Report 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
33	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
34	Advancing the Personalization of Assessment and Intervention in Autistic Adolescents and Young Adults by Targeting Self-Determination and Executive Processes. <i>Autism in Adulthood</i> , 2021, 3, 289-299.	6.9	9
35	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
36	Impact of Different Pairings of Respondents on Scores on the Supports Intensity Scale Adult Version (SIS-A). <i>American Journal on Intellectual and Developmental Disabilities</i> , 2021, 126, 361-376.	1.6	1

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37	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
38	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
39	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
40	The Self-Determination Inventoryâ€“Student Report: Confirming the Factor Structure of a New Measure. <i>Assessment for Effective Intervention</i> , 2020, 45, 110-120.	0.8	31
41	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
42	Mapping the Literature on the Essential Characteristics of Self-Determination. <i>Advances in Neurodevelopmental Disorders</i> , 2020, 4, 1-14.	1.1	4
43	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
44	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
45	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
46	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
47	Refining the Supported Decision Making Inventory. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2020, 17, 195-206.	2.7	7
48	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
49	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
50	Using a Multidimensional Model to Analyze Context and Enhance Personal Outcomes. <i>Intellectual and Developmental Disabilities</i> , 2020, 58, 95-110.	1.1	23
51	Enhancing Secondary Studentsâ€™ Goal Attainment and Self-Determination in General Education Mathematics Classes Using the Self-Determined Learning Model of Instruction. <i>Advances in Neurodevelopmental Disorders</i> , 2020, 4, 155-167.	1.1	10
52	Self-Determination, Preference, and Choice. , 2020, , 27-43.		4
53	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
54	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

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55	Policies and Practices to Support Preference, Choice, and Self-Determination: An Ecological Understanding. , 2020, , 339-354.		1
56	Employment Trends in Rhode Island From 2011 to 2017 for Adults With Intellectual Disability and Developmental Disabilities. Intellectual and Developmental Disabilities, 2020, 58, 458-471.	1.1	1
57	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
58	Sibling Roles in Familyâ€“School Partnerships for Students With Disabilities During Transition Planning. Career Development and Transition for Exceptional Individuals, 2019, 42, 194-200.	3.1	4
59	Impact of the Self-Determined Learning Model of Instruction on Self-Determination and Goal Attainment in Adolescents With Intellectual Disability. Journal of Disability Policy Studies, 2019, 30, 22-34.	1.5	57
60	Convergent Validity of the Self-Determination Inventory: Student Report. Journal of Well-Being Assessment, 2019, 3, 39-58.	0.7	3
61	Examining the Impact of Respondent-Level Factors on Scores on the Supports Intensity Scale â€“ Children's Version. American Journal on Intellectual and Developmental Disabilities, 2019, 124, 309-323.	1.6	4
62	The Assessment of Self-Determination in Spanish and American Adolescents: The Self-Determination Inventory: Student Report. Intellectual and Developmental Disabilities, 2019, 57, 274-288.	1.1	8
63	The Self-determined Career Design Model: Supporting Young People with Developmental Disabilities and Their Families in Home and Community Settings. International Perspectives on Inclusive Education, 2019, , 201-220.	0.2	1
64	Examining Underlying Relationships Between the ASDA-S and the AIR and the ASDA of Adolescents and Young Adults With and Without Disabilities. Advances in Neurodevelopmental Disorders, 2019, 3, 173-187.	1.1	4
65	Career Design and Development for Adults with Intellectual Disability: a Program Evaluation. Advances in Neurodevelopmental Disorders, 2019, 3, 111-118.	1.1	15
66	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
67	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
68	International perspectives and trends in research on inclusive education: a systematic review. International Journal of Inclusive Education, 2019, 23, 1277-1295.	2.6	117
69	Assessing Character Strengths in Youth With Intellectual Disability: Reliability and Factorial Validity of the VIA-Youth. Intellectual and Developmental Disabilities, 2018, 56, 13-29.	1.1	15
70	Promoting and enhancing self-determination to improve the post-school outcomes of people with disabilities. Journal of Vocational Rehabilitation, 2018, 48, 187-196.	0.9	30
71	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
72	Whole-Class Implementation of the Self-Determined Learning Model of Instruction in Inclusive High School Mathematics Classes. Inclusion, 2018, 6, 164-174.	1.3	22

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73	Expanding Inclusive Educational Opportunities for Students With the Most Significant Cognitive Disabilities Through Personalized Supports. <i>Intellectual and Developmental Disabilities</i> , 2018, 56, 396-411.	1.1	34
74	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
75	Self-Determination and Adult Transitions and Supports. <i>New Directions for Adult and Continuing Education</i> , 2018, 2018, 53-62.	0.7	7
76	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
77	The Use of a Context-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
78	Detecting Changes in Support Needs Over Time. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2018, 123, 315-328.	1.6	8
79	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
80	Evaluating the Differential Impact of Interventions to Promote Self-Determination and Goal Attainment for Transition-Age Youth with Intellectual Disability. <i>Research and Practice for Persons With Severe Disabilities</i> , 2018, 43, 165-180.	1.4	36
81	How does employment influence health outcomes? A systematic review of the intellectual disability literature. <i>Journal of Vocational Rehabilitation</i> , 2018, 49, 1-13.	0.9	39
82	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
83	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
84	Preliminary Validity and Reliability of Scores on the Self-Determination Inventory: Student Report Version. <i>Career Development and Transition for Exceptional Individuals</i> , 2017, 40, 92-103.	3.1	40
85	Examining the Reliability and Validity of the Supports Intensity Scale™s Version in Children With Autism and Intellectual Disability. <i>Focus on Autism and Other Developmental Disabilities</i> , 2017, 32, 293-304.	1.3	16
86	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
87	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
88	Human Agentic Theories and the Development of Self-Determination. , 2017, , 17-26.		26
89	The Development of Self-Determination During Childhood. , 2017, , 71-88.		11
90	Preference and Choice-Expression. , 2017, , 199-207.		1

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91	The Development of Self-Determination During Adolescence. , 2017, , 89-98.		20
92	Centers for independent living and secondary transition collaboration: characteristics for enhanced service delivery for adolescents in the United States. Disability and Rehabilitation, 2017, 39, 1287-1295.	1.8	5
93	Examining Underlying Relationships Between the Supports Intensity Scale“Adult Version and the Supports Intensity Scale“Children“™s Version. Assessment for Effective Intervention, 2017, 42, 237-247.	0.8	3
94	Promoting Self-Determination and Integrated Employment Through the Self-Determined Career Development Model. Advances in Neurodevelopmental Disorders, 2017, 1, 55-62.	1.1	25
95	Mediating Role of Self-Determination Constructs in Explaining the Relationship Between School Factors and Postschool Outcomes. Exceptional Children, 2017, 83, 165-180.	2.2	19
96	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
97	An Examination of the Relationship Between Postschool Outcomes and Autonomy, Psychological Empowerment, and Self-Realization. Journal of Special Education, 2017, 51, 115-124.	1.7	19
98	An Analysis of Motivation in Three Self-Determination Curricula. Career Development and Transition for Exceptional Individuals, 2017, 40, 175-185.	3.1	3
99	Self-Determined Learning to Motivate Struggling Learners in Reading and Writing. Intervention in School and Clinic, 2017, 52, 295-303.	1.0	15
100	CONTEXTUAL PREDICTORS OF SELF-DETERMINED ACTIONS IN STUDENTS WITH AND WITHOUT INTELLECTUAL DISABILITY. Psychology in the Schools, 2017, 54, 183-195.	1.8	28
101	Introduction to Positive Psychology. , 2017, , 3-11.		4
102	Self-Determination, Intellectual Disability, and Context: A Meta-Analytic Study. Intellectual and Developmental Disabilities, 2017, 55, 303-314.	1.1	16
103	An accessible testing, learning and assessment system for people with intellectual disability. International Journal of Developmental Disabilities, 2017, 63, 204-210.	2.0	24
104	The Impact of Personal Factors on Self-Determination and Early Adulthood Outcome Constructs in Youth With Disabilities. Journal of Disability Policy Studies, 2017, 27, 223-233.	1.5	20
105	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
106	The benefits of latent variable modeling to develop norms for a translated version of a standardized scale. International Journal of Behavioral Development, 2017, 41, 743-750.	2.4	5
107	An Integrated Approach to Disability Policy Development, Implementation, and Evaluation. Intellectual and Developmental Disabilities, 2017, 55, 258-268.	1.1	18
108	Supported Decision-Making: Implications from Positive Psychology for Assessment and Intervention in Rehabilitation and Employment. Journal of Occupational Rehabilitation, 2017, 27, 498-506.	2.2	24

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109	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
110	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
111	Development of the Supported Decision Making Inventory System. <i>Intellectual and Developmental Disabilities</i> , 2017, 55, 432-439.	1.1	33
112	The Application of the VIA Classification of Strengths to Youth With and Without Disabilities. <i>Inclusion</i> , 2017, 5, 213-228.	1.3	11
113	Examining Measurement Invariance and Differences in Age Cohorts on the Supports Intensity Scaleâ€“Children's Versionâ€“Catalan Translation. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2017, 122, 511-524.	1.6	6
114	Character Strengths. , 2017, , 189-199.		8
115	Strengths-Based Approaches to Intellectual and Developmental Disabilities. , 2017, , 13-21.		9
116	The Supports Paradigm and Intellectual and Developmental Disabilities. , 2017, , 23-35.		25
117	Self-determination. , 2017, , 49-64.		20
118	Introduction to the Self-Determination Construct. , 2017, , 3-16.		27
119	Culture and Self-Determination. , 2017, , 159-168.		8
120	Goal Setting and Attainment. , 2017, , 237-250.		3
121	Causal Agency Theory. , 2017, , 55-67.		50
122	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
123	Supported Decision-Making as an Alternative to Guardianship. , 2017, , 247-259.		0
124	Goal Setting and Attainment and Self-regulation. , 2017, , 231-245.		0
125	Problem Solving and Self-advocacy. , 2017, , 217-229.		0
126	Applications of the Self-Determination Construct to Disability. , 2017, , 111-123.		5

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127	Assessment in the Application of Positive Psychology to Intellectual and Developmental Disabilities. , 2017, , 37-46.		2
128	Self-Initiation and Planning. , 2017, , 209-217.		0
129	The impact of the Self-Determined Career Development Model on self-determination. Journal of Vocational Rehabilitation, 2016, 45, 337-350.	0.9	39
130	Participation and Intellectual Disability: A Review of the Literature. Intellectual and Developmental Disabilities, 2016, 54, 427-439.	1.1	28
131	Including Students with Extensive and Pervasive Support Needs. Advances in Special Education, 2016, , 129-155.	0.1	13
132	Embedding Interventions to Promote Self-Determination within Multitiered Systems of Supports. Exceptionality, 2016, 24, 213-224.	1.5	70
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	Creating a SISâ€”A Annual Review Protocol to Determine the Need for Reassessment. Intellectual and Developmental Disabilities, 2016, 54, 217-228.	1.1	3
135	Construct Validation of the Supports Intensity Scale â€” Children and Adult Versions: An Application of a Pseudo Multitrait-Multimethod Approach. American Journal on Intellectual and Developmental Disabilities, 2016, 121, 550-563.	1.6	15
136	Exploring Shared Measurement Properties and Score Comparability Between Two Versions of the <i>Supports Intensity Scale</i>. Career Development and Transition for Exceptional Individuals, 2016, 39, 216-226.	3.1	5
137	Self-Determination and Choice. Evidence-based Practices in Behavioral Health, 2016, , 561-584.	0.3	29
138	Impact of the Protection and Advocacy Subscale on the Factorial Validity of the Supports Intensity Scaleâ€”Adult Version. American Journal on Intellectual and Developmental Disabilities, 2016, 121, 48-64.	1.6	9
139	Measuring the Early Adulthood Outcomes of Young Adults with Disabilities: Developing Constructs using NLTSS2 Data. Exceptionality, 2016, 24, 45-61.	1.5	11
140	The Influence of Academic Tracking on Adolescent Social Networks. Remedial and Special Education, 2016, 37, 89-100.	2.3	15
141	The Role of Autonomy, Self-Realization, and Psychological Empowerment in Predicting Outcomes for Youth With Disabilities. Remedial and Special Education, 2016, 37, 55-62.	2.3	67
142	Exploring Student, Family, and School Predictors of Self-Determination Using NLTSS2 Data. Career Development and Transition for Exceptional Individuals, 2016, 39, 23-33.	3.1	15
143	On the benefits of latent variable modeling for norming scales. International Journal of Behavioral Development, 2016, 40, 373-384.	2.4	16
144	Using Context as an Integrative Framework to Align Policy Goals, Supports, and Outcomes in Intellectual Disability. Intellectual and Developmental Disabilities, 2015, 53, 367-376.	1.1	54

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145	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
146	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
147	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
148	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
149	The Perspectives of Students With and Without Disabilities on Inclusive Schools. <i>Research and Practice for Persons With Severe Disabilities</i> , 2015, 40, 243-260.	1.4	51
150	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
151	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
152	A Framework for Research and Intervention Design in Supported Decision-Making. <i>Inclusion</i> , 2015, 3, 17-23.	1.3	79
153	Relationships Between Self-Determination and Postschool Outcomes for Youth With Disabilities. <i>Journal of Special Education</i> , 2015, 48, 256-267.	1.7	254
154	Bullying and Middle School Students With and Without Specific Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2015, 48, 239-254.	2.2	61
155	All Means All. <i>Research and Practice for Persons With Severe Disabilities</i> , 2015, 40, 173-191.	1.4	57
156	Developing Student, Family, and School Constructs From NLTS2 Data. <i>Journal of Special Education</i> , 2015, 49, 89-103.	1.7	10
157	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
158	The Supports Intensity Scaleâ€œChildren's Version: Preliminary Reliability and Validity. <i>Inclusion</i> , 2014, 2, 140-149.	1.3	21
159	The Definition of â€œContextâ€•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
160	The Impact of Teaching Self-Determination Skills on the On-Task and Off-Task Behaviors of Students With Emotional and Behavioral Disorders. <i>Journal of Emotional and Behavioral Disorders</i> , 2014, 22, 27-40.	1.7	35
161	Autonomy, Psychological Empowerment, and Self-Realization: Exploring Data on Self-Determination from NLTS2. <i>Exceptional Children</i> , 2014, 80, 221-235.	2.2	40
162	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

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163	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
164	Cognitive Impairment and Intellectual Disability. <i>Advances in Special Education</i> , 2014, , 55-89.	0.1	1
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