

Sharon Vaughn

List of Publications by Year in descending order

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Version: 2024-02-01

254
papers

13,803
citations

18887

64
h-index

34195

103
g-index

262
all docs

262
docs citations

262
times ranked

4377
citing authors

#	ARTICLE	IF	CITATIONS
1	Redefining Learning Disabilities as Inadequate Response to Instruction: The Promise and Potential Problems. <i>Learning Disabilities Research and Practice</i> , 2003, 18, 137-146.	0.9	517
2	A Synthesis of Reading Interventions and Effects on Reading Comprehension Outcomes for Older Struggling Readers. <i>Review of Educational Research</i> , 2009, 79, 262-300.	4.3	411
3	A Synthesis of Research on Effective Interventions for Building Reading Fluency with Elementary Students with Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2002, 35, 386-406.	1.5	389
4	Response to Instruction as a Means of Identifying Students with Reading/Learning Disabilities. <i>Exceptional Children</i> , 2003, 69, 391-409.	1.4	358
5	How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research.. <i>Journal of Educational Psychology</i> , 2000, 92, 605-619.	2.1	352
6	Response to Intervention: Preventing and Remediating Academic Difficulties. <i>Child Development Perspectives</i> , 2009, 3, 30-37.	2.1	332
7	Research-Based Implications From Extensive Early Reading Interventions. <i>School Psychology Review</i> , 2007, 36, 541-561.	1.8	281
8	The Underlying Message in LD Intervention Research: Findings from Research Syntheses. <i>Exceptional Children</i> , 2000, 67, 99-114.	1.4	271
9	A Meta-Analysis of Interventions for Struggling Readers in Grades 4â€“12. <i>Journal of Learning Disabilities</i> , 2015, 48, 369-390.	1.5	271
10	Extensive Reading Interventions for Students With Reading Difficulties After Grade 3. <i>Review of Educational Research</i> , 2013, 83, 163-195.	4.3	219
11	Graphic Organizers and Their Effects on the Reading Comprehension of Students with LD. <i>Journal of Learning Disabilities</i> , 2004, 37, 105-118.	1.5	200
12	Responsiveness-to-Intervention. <i>Journal of Learning Disabilities</i> , 2012, 45, 195-203.	1.5	195
13	Reciprocal Teaching of Reading Comprehension Strategies for Students with Learning Disabilities Who Use English as a Second Language. <i>Elementary School Journal</i> , 1996, 96, 275-293.	0.9	185
14	Collaborative Strategic Reading during Social Studies in Heterogeneous Fourth-Grade Classrooms. <i>Elementary School Journal</i> , 1998, 99, 3-22.	0.9	173
15	Observations of Students with Learning Disabilities in General Education Classrooms. <i>Exceptional Children</i> , 1993, 60, 249-261.	1.4	171
16	Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. <i>Annals of Dyslexia</i> , 2004, 54, 304-331.	1.2	170
17	What We Know About Using Research Findings. <i>Journal of Learning Disabilities</i> , 1997, 30, 466-476.	1.5	164
18	Reading interventions for struggling readers in the upper elementary grades: a synthesis of 20Âyears of research. <i>Reading and Writing</i> , 2010, 23, 889-912.	1.0	162

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19	Response to Intervention for Middle School Students With Reading Difficulties: Effects of a Primary and Secondary Intervention. <i>School Psychology Review</i> , 2010, 39, 3-21.	1.8	139
20	Efficacy of Collaborative Strategic Reading With Middle School Students. <i>American Educational Research Journal</i> , 2011, 48, 938-964.	1.6	137
21	Improving Reading Comprehension and Social Studies Knowledge in Middle School. <i>Reading Research Quarterly</i> , 2013, 48, 77-93.	1.8	132
22	Broken Promises: Reading Instruction in the Resource Room. <i>Exceptional Children</i> , 1998, 64, 211-225.	1.4	130
23	Reading Instruction Grouping for Students with Reading Difficulties. <i>Remedial and Special Education</i> , 2003, 24, 301-315.	1.7	129
24	Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. <i>Psychology in the Schools</i> , 2012, 49, 498-510.	1.1	128
25	Meta-Analyses of the Effects of Tier 2 Type Reading Interventions in Grades K-3. <i>Educational Psychology Review</i> , 2016, 28, 551-576.	5.1	123
26	A Synthesis of Read-Aloud Interventions on Early Reading Outcomes Among Preschool Through Third Graders at Risk for Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2011, 44, 258-275.	1.5	119
27	Reading Instruction for Students with LD and EBD. <i>Journal of Special Education</i> , 2002, 36, 2-13.	1.2	115
28	Effectiveness of an English Intervention for First-Grade English Language Learners at Risk for Reading Problems. <i>Elementary School Journal</i> , 2006, 107, 153-180.	0.9	115
29	Literacy and Text Reading in Middle and High School Social Studies and English Language Arts Classrooms. <i>Reading and Writing Quarterly</i> , 2016, 32, 199-222.	0.6	111
30	Bullying Victimization Among School-Aged Immigrant Youth in the United States. <i>Journal of Adolescent Health</i> , 2016, 58, 337-344.	1.2	111
31	Addressing the Academic Needs of Adolescents With Autism Spectrum Disorder in Secondary Education. <i>Remedial and Special Education</i> , 2014, 35, 68-79.	1.7	106
32	Responsible Inclusion for Students with Learning Disabilities. <i>Journal of Learning Disabilities</i> , 1995, 28, 264-270.	1.5	105
33	Why intensive interventions are necessary for students with severe reading difficulties. <i>Psychology in the Schools</i> , 2010, 47, 432-444.	1.1	105
34	What Is Intensive Instruction and Why Is It Important?. <i>Teaching Exceptional Children</i> , 2014, 46, 13-18.	0.8	105
35	School-Based Interventions to Enhance the Self-Concept of Students with Learning Disabilities: A Meta-Analysis. <i>Elementary School Journal</i> , 2001, 101, 303-329.	0.9	104
36	Enhancing Social Studies Vocabulary and Comprehension for Seventh-Grade English Language Learners: Findings From Two Experimental Studies. <i>Journal of Research on Educational Effectiveness</i> , 2009, 2, 297-324.	0.9	104

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37	Early Numeracy Intervention Program for First-Grade Students with Mathematics Difficulties. <i>Exceptional Children</i> , 2011, 78, 7-23.	1.4	102
38	The Effects of Reading Fluency Interventions on the Reading Fluency and Reading Comprehension Performance of Elementary Students With Learning Disabilities: A Synthesis of the Research from 2001 to 2014. <i>Journal of Learning Disabilities</i> , 2017, 50, 576-590.	1.5	101
39	Effectiveness of a Spanish Intervention and an English Intervention for English-Language Learners at Risk for Reading Problems. <i>American Educational Research Journal</i> , 2006, 43, 449-487.	1.6	100
40	Reading Comprehension Interventions for Middle School Students With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2012, 45, 327-340.	1.5	98
41	Bringing Research-Based Practice in Reading Intervention to Scale. <i>Learning Disabilities Research and Practice</i> , 2003, 18, 201-211.	0.9	96
42	The Relations Among Oral and Silent Reading Fluency and Comprehension in Middle School: Implications for Identification and Instruction of Students With Reading Difficulties. <i>Scientific Studies of Reading</i> , 2011, 15, 109-135.	1.3	96
43	Response to Intervention With Secondary School Students With Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2012, 45, 244-256.	1.5	96
44	Effectiveness of Spanish Intervention for First-Grade English Language Learners at Risk for Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2006, 39, 56-73.	1.5	95
45	Response to Varying Amounts of Time in Reading Intervention for Students With Low Response to Intervention. <i>Journal of Learning Disabilities</i> , 2008, 41, 126-142.	1.5	95
46	Current Evidence on the Effects of Intensive Early Reading Interventions. <i>Journal of Learning Disabilities</i> , 2018, 51, 612-624.	1.5	95
47	Grouping Practices and Reading Outcomes for Students with Disabilities. <i>Exceptional Children</i> , 1999, 65, 399-415.	1.4	94
48	Reading skill components and impairments in middle school struggling readers. <i>Reading and Writing</i> , 2013, 26, 1059-1086.	1.0	94
49	Effects of Intensive Reading Intervention for Eighth-Grade Students With Persistently Inadequate Response to Intervention. <i>Journal of Learning Disabilities</i> , 2012, 45, 515-525.	1.5	92
50	Response to Intervention for Middle School Students With Reading Difficulties: Effects of a Primary and Secondary Intervention. <i>School Psychology Review</i> , 2010, 39, 3-21.	1.8	92
51	Collaborative Strategic Reading. <i>Remedial and Special Education</i> , 2004, 25, 291-302.	1.7	91
52	A Synthesis of Spelling and Reading Interventions and Their Effects on the Spelling Outcomes of Students With LD. <i>Journal of Learning Disabilities</i> , 2006, 39, 528-543.	1.5	91
53	The Helping Behaviors of Fifth Graders While Using Collaborative Strategic Reading during ESL Content Classes. <i>TESOL Quarterly</i> , 2000, 34, 69.	1.5	89
54	What Is Special About Special Education for Students with Learning Disabilities?. <i>Journal of Special Education</i> , 2003, 37, 140-147.	1.2	89

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55	Reading Instruction in the Resource Room: Set up for Failure. <i>Exceptional Children</i> , 2000, 66, 305-316.	1.4	85
56	The Response to Intervention of English Language Learners at Risk for Reading Problems. <i>Journal of Learning Disabilities</i> , 2006, 39, 390-398.	1.5	84
57	Improving the Reading Comprehension of Middle School Students With Disabilities Through Computer-Assisted Collaborative Strategic Reading. <i>Remedial and Special Education</i> , 2006, 27, 235-249.	1.7	76
58	A synthesis of fluency interventions for secondary struggling readers. <i>Reading and Writing</i> , 2008, 21, 317-347.	1.0	75
59	Response to Early Reading Intervention Examining Higher and Lower Responders. <i>Exceptional Children</i> , 2009, 75, 165-183.	1.4	75
60	Reading Comprehension Interventions for Students with Autism Spectrum Disorders: A Synthesis of Research. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 1303-1322.	1.7	75
61	Patterns of cognitive strengths and weaknesses: Identification rates, agreement, and validity for learning disabilities identification.. <i>School Psychology Quarterly</i> , 2014, 29, 21-37.	2.4	73
62	Intensive Interventions in Reading for Students with Reading Disabilities: Meaningful Impacts. <i>Learning Disabilities Research and Practice</i> , 2014, 29, 46-53.	0.9	73
63	A Collaborative Effort to Enhance Reading and Writing Instruction in Inclusion Classrooms. <i>Learning Disability Quarterly</i> , 1998, 21, 57-74.	0.9	72
64	The relative effects of group size on reading progress of older students with reading difficulties. <i>Reading and Writing</i> , 2010, 23, 931-956.	1.0	69
65	Inferential processing among adequate and struggling adolescent comprehenders and relations to reading comprehension. <i>Reading and Writing</i> , 2015, 28, 587-609.	1.0	69
66	Collaborative Strategic Reading as a Means to Enhance Peer-Mediated Instruction for Reading Comprehension and Content-Area Learning. <i>Remedial and Special Education</i> , 2001, 22, 66-74.	1.7	67
67	Special Education Research Advances Knowledge in Education. <i>Exceptional Children</i> , 2015, 82, 11-24.	1.4	67
68	Meaningful Professional Development in Accommodating Students with Disabilities Lessons Learned. <i>Remedial and Special Education</i> , 1995, 16, 344-353.	1.7	66
69	Social Outcomes for Students With and Without Learning Disabilities in Inclusive Classrooms. <i>Journal of Learning Disabilities</i> , 1998, 31, 428-436.	1.5	66
70	Effects of Individualized and Standardized Interventions on Middle School Students with Reading Disabilities. <i>Exceptional Children</i> , 2011, 77, 391-407.	1.4	65
71	Effects of tier 3 intervention for students with persistent reading difficulties and characteristics of inadequate responders.. <i>Journal of Educational Psychology</i> , 2013, 105, 633-648.	2.1	65
72	Social Skills Interventions for Young Children with Disabilities. <i>Remedial and Special Education</i> , 2003, 24, 2-15.	1.7	64

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73	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011, 40, 3-22.	1.8	63
74	Reading Outcomes for Students with and without Reading Disabilities in General Education Middle-School Content Area Classes. <i>Learning Disability Quarterly</i> , 2000, 23, 238-252.	0.9	62
75	Science and Sanity in Special Education. <i>Behavioral Disorders</i> , 2001, 27, 21-29.	0.8	61
76	Effects of Accommodations on High-Stakes Testing for Students with Reading Disabilities. <i>Exceptional Children</i> , 2006, 72, 136-150.	1.4	61
77	Retell as an Indicator of Reading Comprehension. <i>Scientific Studies of Reading</i> , 2012, 16, 187-217.	1.3	61
78	Why Intensive Interventions Matter. <i>Learning Disability Quarterly</i> , 2014, 37, 218-229.	0.9	61
79	Teaching English Language Learners At Risk for Reading Disabilities to Read: Putting Research into Practice. <i>Learning Disabilities Research and Practice</i> , 2005, 20, 58-67.	0.9	60
80	Response to intervention with older students with reading difficulties. <i>Learning and Individual Differences</i> , 2008, 18, 338-345.	1.5	60
81	Effectiveness of Supplemental Reading Instruction for Second-Grade English Language Learners with Reading Difficulties. <i>Elementary School Journal</i> , 2003, 103, 221-238.	0.9	59
82	The Incidence of "Causal" Statements in Teaching-and-Learning Research Journals. <i>American Educational Research Journal</i> , 2007, 44, 400-413.	1.6	57
83	Intervention Provided to Linguistically Diverse Middle School Students with Severe Reading Difficulties. <i>Learning Disabilities Research and Practice</i> , 2008, 23, 79-89.	0.9	56
84	Students' Perceptions of Instruction in Inclusion Classrooms: Implications for Students with Learning Disabilities. <i>Exceptional Children</i> , 1999, 66, 23-37.	1.4	55
85	Grouping for Reading Instruction. <i>Journal of Learning Disabilities</i> , 2000, 33, 477-488.	1.5	55
86	Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial.. <i>Journal of Educational Psychology</i> , 2017, 109, 22-34.	2.1	55
87	Using Collaborative Strategic Reading. <i>Teaching Exceptional Children</i> , 1998, 30, 32-37.	0.8	54
88	A Review of Summarizing and Main Idea Interventions for Struggling Readers in Grades 3 Through 12: 1978-2016. <i>Remedial and Special Education</i> , 2019, 40, 131-149.	1.7	53
89	A Synthesis and Meta-Analysis of Reading Interventions Using Social Studies Content for Students With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2014, 47, 178-195.	1.5	52
90	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011, 40, 3-22.	1.8	51

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91	Examining the Schoolwide "Spread" of Research-Based Practices. <i>Learning Disability Quarterly</i> , 2001, 24, 221-234.	0.9	50
92	The Efficacy of Repeated Reading and Wide Reading Practice for High School Students with Severe Reading Disabilities. <i>Learning Disabilities Research and Practice</i> , 2010, 25, 2-10.	0.9	49
93	An Experimental Study of Scheduling and Duration of "Tier 2" First-Grade Reading Intervention. <i>Journal of Research on Educational Effectiveness</i> , 2011, 4, 208-230.	0.9	48
94	Improving Middle-School Students' Knowledge and Comprehension in Social Studies: a Replication. <i>Educational Psychology Review</i> , 2015, 27, 31-50.	5.1	47
95	The Common Core State Standards and Reading: Interpretations and Implications for Elementary Students with Learning Disabilities. <i>Learning Disabilities Research and Practice</i> , 2013, 28, 5-16.	0.9	44
96	An observation study of reading instruction provided to elementary students with learning disabilities in the resource room. <i>Psychology in the Schools</i> , 2010, 47, 481-492.	1.1	43
97	Improving Reading Comprehension and Social Studies Knowledge Among Middle School Students With Disabilities. <i>Exceptional Children</i> , 2015, 81, 426-442.	1.4	42
98	Reading achievement across three language groups: Growth estimates for overall reading and reading subskills obtained with the Early Childhood Longitudinal Survey.. <i>Journal of Educational Psychology</i> , 2010, 102, 668-686.	2.1	41
99	An Experimental Evaluation of Guided Reading and Explicit Interventions for Primary-Grade Students At-Risk for Reading Difficulties. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 268-293.	0.9	41
100	Determining English Language Learners' Response to Intervention: Questions and Some Answers. <i>Learning Disability Quarterly</i> , 2007, 30, 185-195.	0.9	40
101	One-Year Follow-Up Outcomes of Spanish and English Interventions for English Language Learners at Risk for Reading Problems. <i>American Educational Research Journal</i> , 2009, 46, 744-781.	1.6	40
102	Envisioning an Improved Continuum of Special Education Services for Students with Learning Disabilities: Considering Intervention Intensity. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 131-143.	0.9	39
103	Instructional Grouping for Reading for Students with LD. <i>Intervention in School and Clinic</i> , 2001, 36, 131-137.	0.8	38
104	Temporo-parietal Brain Activity as a Longitudinal Predictor of Response to Educational Interventions among Middle School Struggling Readers. <i>Journal of the International Neuropsychological Society</i> , 2011, 17, 875-885.	1.2	38
105	Common Themes in Teaching Reading for Understanding: Lessons From Three Projects. <i>Journal of Adolescent and Adult Literacy</i> , 2016, 60, 255-264.	0.4	38
106	Effects From a Randomized Control Trial Comparing Researcher and School-Implemented Treatments With Fourth Graders With Significant Reading Difficulties. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 23-44.	0.9	38
107	Collaborative Strategic Reading: Findings From Experienced Implementers. <i>Journal of Research on Educational Effectiveness</i> , 2013, 6, 137-163.	0.9	37
108	Executive Function, Self-Regulated Learning, and Reading Comprehension: A Training Study. <i>Journal of Learning Disabilities</i> , 2017, 50, 450-467.	1.5	36

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109	Examining sources and mechanisms of reading comprehension difficulties: Comparing English learners and non-English learners within the simple view of reading.. Journal of Educational Psychology, 2019, 111, 982-1000.	2.1	36
110	Not All Students Learn to Read by Third Grade. Journal of Special Education, 2001, 35, 17-30.	1.2	35
111	The Effects of Team-Based Learning on Social Studies Knowledge Acquisition in High School. Journal of Research on Educational Effectiveness, 2014, 7, 183-204.	0.9	35
112	Teaching Reading Comprehension Through Collaborative Strategic Reading. Intervention in School and Clinic, 1999, 34, 284-292.	0.8	34
113	High School Students With Reading Comprehension Difficulties. Journal of Learning Disabilities, 2015, 48, 546-558.	1.5	34
114	Investigating a reading comprehension intervention for high school students with autism spectrum disorder: A pilot study. Research in Autism Spectrum Disorders, 2015, 9, 96-111.	0.8	34
115	Multisyllabic Word-Reading Instruction With and Without Motivational Beliefs Training for Struggling Readers in the Upper Elementary Grades: A Pilot Investigation. Elementary School Journal, 2017, 117, 593-615.	0.9	34
116	Predicting Reading Success in a Multilevel Schoolwide Reading Model. Journal of Learning Disabilities, 2008, 41, 174-188.	1.5	33
117	Efficacy of a Reading Intervention for Middle School Students with Learning Disabilities. Exceptional Children, 2011, 78, 73-87.	1.4	33
118	Cognitive Attributes, Attention, and Self-Efficacy of Adequate and Inadequate Responders in a Fourth Grade Reading Intervention. Learning Disabilities Research and Practice, 2015, 30, 159-170.	0.9	33
119	Physiological Arousal and Juvenile Psychopathy: Is Low Resting Heart Rate Associated with Affective Dimensions?. Psychiatric Quarterly, 2017, 88, 103-114.	1.1	33
120	A Comparison of Multiple-Strategy Methods: Effects on Fourth-Grade Students'™ General and Content-Specific Reading Comprehension and Vocabulary Development. Journal of Research on Educational Effectiveness, 2010, 3, 121-156.	0.9	32
121	Collaborative Strategic Reading for Students With Learning Disabilities in Upper Elementary Classrooms. Exceptional Children, 2016, 82, 409-427.	1.4	32
122	Reading Instruction for English Learners in the Middle Grades: a Meta-Analysis. Educational Psychology Review, 2017, 29, 763-794.	5.1	31
123	Differences in the Relationship of Oral Reading Fluency and High-Stakes Measures of Reading Comprehension. Assessment for Effective Intervention, 2010, 35, 67-77.	0.6	29
124	Middle School Reading Comprehension and Content Learning Intervention for Below-Average Readers. Reading and Writing Quarterly, 2017, 33, 37-53.	0.6	29
125	Replication of an Experimental Study Investigating the Efficacy of a Multisyllabic Word Reading Intervention With and Without Motivational Beliefs Training for Struggling Readers. Journal of Learning Disabilities, 2019, 52, 45-58.	1.5	29
126	Students Demonstrating Persistent Low Response to Reading Intervention: Three Case Studies. Learning Disabilities Research and Practice, 2009, 24, 151-163.	0.9	28

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127	Do processing patterns of strengths and weaknesses predict differential treatment response?. Journal of Educational Psychology, 2016, 108, 898-909.	2.1	28
128	Is a Three-Tier Reading Intervention Model Associated With Reduced Placement in Special Education?. Remedial and Special Education, 2011, 32, 167-175.	1.7	27
129	Psychometric Properties of Maze Tasks in Middle School Students. Assessment for Effective Intervention, 2012, 37, 131-146.	0.6	26
130	English Learner and Non-English Learner Students With Disabilities. Exceptional Children, 2016, 82, 428-442.	1.4	26
131	A Synthesis of Reading and Spelling Interventions and Their Effects on Spelling Outcomes for Students With Learning Disabilities. Journal of Learning Disabilities, 2017, 50, 286-297.	1.5	26
132	The Effects of One versus Two Years of Intensive Reading Intervention Implemented with Late Elementary Struggling Readers. Learning Disabilities Research and Practice, 2018, 33, 24-36.	0.9	26
133	Anxiety and Response to Reading Intervention among First Grade Students. Child and Youth Care Forum, 2014, 43, 417-431.	0.9	24
134	Examining How Treatment Fidelity Is Supported, Measured, and Reported in Kâ€“3 Reading Intervention Research. Educational Psychology Review, 2018, 30, 885-919.	5.1	24
135	Predicting reading outcomes with progress monitoring slopes among middle grade students. Learning and Individual Differences, 2014, 30, 46-57.	1.5	23
136	Teaching Social Studies to Upper Elementary Students With Learning Disabilities. Learning Disability Quarterly, 2015, 38, 15-26.	0.9	23
137	Current State of the Evidence: Examining the Effects of Orton-Gillingham Reading Interventions for Students With or at Risk for Word-Level Reading Disabilities. Exceptional Children, 2021, 87, 397-417.	1.4	23
138	The Effects of Reading Interventions on Social Outcomes for Elementary Students with Reading Difficulties: A Synthesis. Reading and Writing Quarterly, 2006, 22, 121-138.	0.6	22
139	Secondary Interventions in Reading; Providing Additional Instruction for Students at Risk. Teaching Exceptional Children, 2007, 39, 40-46.	0.8	22
140	Implementing Team-Based Learning in Middle School Social Studies Classes. Journal of Educational Research, 2015, 108, 331-344.	0.8	22
141	The Impact of Intensive Reading Intervention on Level of Attention in Middle School Students. Journal of Clinical Child and Adolescent Psychology, 2015, 44, 942-953.	2.2	22
142	Relationship Between Implementation of Collaborative Strategic Reading and Student Outcomes for Adolescents With Disabilities. Journal of Learning Disabilities, 2016, 49, 644-657.	1.5	22
143	Efficacy of a high school extensive reading intervention for English learners with reading difficulties.. Journal of Educational Psychology, 2019, 111, 373-386.	2.1	22
144	Teaching Struggling Readers Who Are Native Spanish Speakers: What Do We Know?. Language, Speech, and Hearing Services in Schools, 2007, 38, 260-271.	0.7	21

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145	Thoughts on Rethinking Response to Intervention With Secondary Students. <i>School Psychology Review</i> , 2010, 39, 296-299.	1.8	21
146	Effects of a Response-Based, Tiered Framework for Intervening With Struggling Readers in Middle School. <i>Reading Research Quarterly</i> , 2013, 48, 237-254.	1.8	21
147	Efficacy of a Word- and Text-Based Intervention for Students With Significant Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2019, 52, 31-44.	1.5	21
148	Tier 3 Interventions for Students With Significant Reading Problems. <i>Theory Into Practice</i> , 2010, 49, 305-314.	0.9	20
149	Improving Reading Comprehension for High School Students With Disabilities. <i>Exceptional Children</i> , 2015, 82, 117-131.	1.4	20
150	Executive Functions and Response to Intervention: Identification of Students Struggling With Reading Comprehension. <i>Learning Disability Quarterly</i> , 2019, 42, 17-31.	0.9	20
151	Effective Practices for English Language Learners in the Middle Grades: Introduction to the Special Issue of <i>Journal of Research on Educational Effectiveness</i> . <i>Journal of Research on Educational Effectiveness</i> , 2009, 2, 289-296.	0.9	19
152	The Effects of an Intensive Reading Intervention for Ninth Graders with very Low Reading Comprehension. <i>Learning Disabilities Research and Practice</i> , 2015, 30, 104-113.	0.9	19
153	Reading Interventions With Behavioral and Social Skill Outcomes. <i>Behavior Modification</i> , 2015, 39, 8-42.	1.1	18
154	Are homeschooled adolescents less likely to use alcohol, tobacco, and other drugs?. <i>Drug and Alcohol Dependence</i> , 2015, 155, 97-104.	1.6	18
155	Reading Comprehension Interventions for Students With Autism Spectrum Disorders. <i>Focus on Autism and Other Developmental Disabilities</i> , 2016, 31, 284-299.	0.8	18
156	A cluster randomized control trial to assess the impact of active learning on child activity, attention control, and academic outcomes: The Texas I-CAN trial. <i>Contemporary Clinical Trials</i> , 2017, 61, 81-86.	0.8	18
157	Engagement of Temporal Lobe Regions Predicts Response to Educational Interventions in Adolescent Struggling Readers. <i>Developmental Neuropsychology</i> , 2011, 36, 869-888.	1.0	17
158	Reliability and Validity of Oral Reading Fluency Median and Mean Scores Among Middle Grade Readers When Using Equated Texts. <i>Reading Psychology</i> , 2012, 33, 133-161.	0.7	17
159	Remediating reading difficulties in a response to intervention model with secondary students. <i>Psychology in the Schools</i> , 2012, 49, 273-284.	1.1	17
160	Integrating Content Knowledge-Building and Student-Regulated Comprehension Practices in Secondary English Language Arts Classes. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 309-330.	0.9	17
161	Learning Disabilities Research Studies: Findings From NICHD-Funded Projects. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 225-231.	0.9	17
162	Interactive Read-Alouds for English Learners in the Elementary Grades. <i>Reading Teacher</i> , 2015, 68, 639-648.	0.4	17

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163	Intensive Reading Interventions for Inadequate Responders in Grades K–3: A Synthesis. <i>Learning Disability Quarterly</i> , 2017, 40, 191-210.	0.9	17
164	How Initial Word Reading and Language Skills Affect Reading Comprehension Outcomes for Students With Reading Difficulties. <i>Exceptional Children</i> , 2019, 85, 180-196.	1.4	17
165	Common Core State Standards and Students with Learning Disabilities: Introduction to the Special Issue. <i>Learning Disabilities Research and Practice</i> , 2013, 28, 1-4.	0.9	16
166	Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School. <i>School Psychology Review</i> , 2014, 43, 407-427.	1.8	16
167	Team–Based Learning for Students with High–Incidence Disabilities in High School Social Studies Classrooms. <i>Learning Disabilities Research and Practice</i> , 2015, 30, 3-14.	0.9	16
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