

Sharon Vaughn

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1583599/publications.pdf>

Version: 2024-02-01

254
papers

13,803
citations

16451

64
h-index

30087

103
g-index

262
all docs

262
docs citations

262
times ranked

3937
citing authors

#	ARTICLE	IF	CITATIONS
1	Redefining Learning Disabilities as Inadequate Response to Instruction: The Promise and Potential Problems. Learning Disabilities Research and Practice, 2003, 18, 137-146.	1.1	517
2	A Synthesis of Reading Interventions and Effects on Reading Comprehension Outcomes for Older Struggling Readers. Review of Educational Research, 2009, 79, 262-300.	7.5	411
3	A Synthesis of Research on Effective Interventions for Building Reading Fluency with Elementary Students with Learning Disabilities. Journal of Learning Disabilities, 2002, 35, 386-406.	2.2	389
4	Response to Instruction as a Means of Identifying Students with Reading/Learning Disabilities. Exceptional Children, 2003, 69, 391-409.	2.2	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.. Journal of Educational Psychology, 2000, 92, 605-619.	2.9	352
6	Response to Intervention: Preventing and Remediating Academic Difficulties. Child Development Perspectives, 2009, 3, 30-37.	3.9	332
7	Research-Based Implications From Extensive Early Reading Interventions. School Psychology Review, 2007, 36, 541-561.	3.0	281
8	The Underlying Message in LD Intervention Research: Findings from Research Syntheses. Exceptional Children, 2000, 67, 99-114.	2.2	271
9	A Meta-Analysis of Interventions for Struggling Readers in Grades 4â€“12. Journal of Learning Disabilities, 2015, 48, 369-390.	2.2	271
10	Extensive Reading Interventions for Students With Reading Difficulties After Grade 3. Review of Educational Research, 2013, 83, 163-195.	7.5	219
11	Graphic Organizers and Their Effects on the Reading Comprehension of Students with LD. Journal of Learning Disabilities, 2004, 37, 105-118.	2.2	200
12	Responsiveness-to-Intervention. Journal of Learning Disabilities, 2012, 45, 195-203.	2.2	195
13	Reciprocal Teaching of Reading Comprehension Strategies for Students with Learning Disabilities Who Use English as a Second Language. Elementary School Journal, 1996, 96, 275-293.	1.4	185
14	Collaborative Strategic Reading during Social Studies in Heterogeneous Fourth-Grade Classrooms. Elementary School Journal, 1998, 99, 3-22.	1.4	173
15	Observations of Students with Learning Disabilities in General Education Classrooms. Exceptional Children, 1993, 60, 249-261.	2.2	171
16	Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. Annals of Dyslexia, 2004, 54, 304-331.	1.7	170
17	What We Know About Using Research Findings. Journal of Learning Disabilities, 1997, 30, 466-476.	2.2	164
18	Reading interventions for struggling readers in the upper elementary grades: a synthesis of 20Âyears of research. Reading and Writing, 2010, 23, 889-912.	1.7	162

#	ARTICLE	IF	CITATIONS
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.	3.0	139
20	Efficacy of Collaborative Strategic Reading With Middle School Students. <i>American Educational Research Journal</i> , 2011, 48, 938-964.	2.7	137
21	Improving Reading Comprehension and Social Studies Knowledge in Middle School. <i>Reading Research Quarterly</i> , 2013, 48, 77-93.	3.3	132
22	Broken Promises: Reading Instruction in the Resource Room. <i>Exceptional Children</i> , 1998, 64, 211-225.	2.2	130
23	Reading Instruction Grouping for Students with Reading Difficulties. <i>Remedial and Special Education</i> , 2003, 24, 301-315.	2.3	129
24	Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. <i>Psychology in the Schools</i> , 2012, 49, 498-510.	1.8	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.	8.4	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.	2.2	119
27	Reading Instruction for Students with LD and EBD. <i>Journal of Special Education</i> , 2002, 36, 2-13.	1.7	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.	1.4	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.	1.4	111
30	Bullying Victimization Among School-Aged Immigrant Youth in the United States. <i>Journal of Adolescent Health</i> , 2016, 58, 337-344.	2.5	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.	2.3	106
32	Responsible Inclusion for Students with Learning Disabilities. <i>Journal of Learning Disabilities</i> , 1995, 28, 264-270.	2.2	105
33	Why intensive interventions are necessary for students with severe reading difficulties. <i>Psychology in the Schools</i> , 2010, 47, 432-444.	1.8	105
34	What Is Intensive Instruction and Why Is It Important?. <i>Teaching Exceptional Children</i> , 2014, 46, 13-18.	1.0	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.	1.4	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.	1.6	104

#	ARTICLE	IF	CITATIONS
37	Early Numeracy Intervention Program for First-Grade Students with Mathematics Difficulties. <i>Exceptional Children</i> , 2011, 78, 7-23.	2.2	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.	2.2	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.	2.7	100
40	Reading Comprehension Interventions for Middle School Students With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2012, 45, 327-340.	2.2	98
41	Bringing Research-Based Practice in Reading Intervention to Scale. <i>Learning Disabilities Research and Practice</i> , 2003, 18, 201-211.	1.1	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.	2.0	96
43	Response to Intervention With Secondary School Students With Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2012, 45, 244-256.	2.2	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.	2.2	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.	2.2	95
46	Current Evidence on the Effects of Intensive Early Reading Interventions. <i>Journal of Learning Disabilities</i> , 2018, 51, 612-624.	2.2	95
47	Grouping Practices and Reading Outcomes for Students with Disabilities. <i>Exceptional Children</i> , 1999, 65, 399-415.	2.2	94
48	Reading skill components and impairments in middle school struggling readers. <i>Reading and Writing</i> , 2013, 26, 1059-1086.	1.7	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.	2.2	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.	3.0	92
51	Collaborative Strategic Reading. <i>Remedial and Special Education</i> , 2004, 25, 291-302.	2.3	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.	2.2	91
53	The Helping Behaviors of Fifth Graders While Using Collaborative Strategic Reading during ESL Content Classes. <i>TESOL Quarterly</i> , 2000, 34, 69.	2.9	89
54	What Is Special About Special Education for Students with Learning Disabilities?. <i>Journal of Special Education</i> , 2003, 37, 140-147.	1.7	89

#	ARTICLE	IF	CITATIONS
55	Reading Instruction in the Resource Room: Set up for Failure. <i>Exceptional Children</i> , 2000, 66, 305-316.	2.2	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.	2.2	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.	2.3	76
58	A synthesis of fluency interventions for secondary struggling readers. <i>Reading and Writing</i> , 2008, 21, 317-347.	1.7	75
59	Response to Early Reading Intervention Examining Higher and Lower Responders. <i>Exceptional Children</i> , 2009, 75, 165-183.	2.2	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.	2.7	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.	2.0	73
62	Intensive Interventions in Reading for Students with Reading Disabilities: Meaningful Impacts. <i>Learning Disabilities Research and Practice</i> , 2014, 29, 46-53.	1.1	73
63	A Collaborative Effort to Enhance Reading and Writing Instruction in Inclusion Classrooms. <i>Learning Disability Quarterly</i> , 1998, 21, 57-74.	1.3	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.	1.7	69
65	Inferential processing among adequate and struggling adolescent comprehenders and relations to reading comprehension. <i>Reading and Writing</i> , 2015, 28, 587-609.	1.7	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.	2.3	67
67	Special Education Research Advances Knowledge in Education. <i>Exceptional Children</i> , 2015, 82, 11-24.	2.2	67
68	Meaningful Professional Development in Accommodating Students with Disabilities Lessons Learned. <i>Remedial and Special Education</i> , 1995, 16, 344-353.	2.3	66
69	Social Outcomes for Students With and Without Learning Disabilities in Inclusive Classrooms. <i>Journal of Learning Disabilities</i> , 1998, 31, 428-436.	2.2	66
70	Effects of Individualized and Standardized Interventions on Middle School Students with Reading Disabilities. <i>Exceptional Children</i> , 2011, 77, 391-407.	2.2	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.	2.9	65
72	Social Skills Interventions for Young Children with Disabilities. <i>Remedial and Special Education</i> , 2003, 24, 2-15.	2.3	64

#	ARTICLE	IF	CITATIONS
73	Cognitive Correlates of Inadequate Response to Reading Intervention. School Psychology Review, 2011, 40, 3-22.	3.0	63
74	Reading Outcomes for Students with and without Reading Disabilities in General Education Middle-School Content Area Classes. Learning Disability Quarterly, 2000, 23, 238-252.	1.3	62
75	Science and Sanity in Special Education. Behavioral Disorders, 2001, 27, 21-29.	1.2	61
76	Effects of Accommodations on High-Stakes Testing for Students with Reading Disabilities. Exceptional Children, 2006, 72, 136-150.	2.2	61
77	Retell as an Indicator of Reading Comprehension. Scientific Studies of Reading, 2012, 16, 187-217.	2.0	61
78	Why Intensive Interventions Matter. Learning Disability Quarterly, 2014, 37, 218-229.	1.3	61
79	Teaching English Language Learners At Risk for Reading Disabilities to Read: Putting Research into Practice. Learning Disabilities Research and Practice, 2005, 20, 58-67.	1.1	60
80	Response to intervention with older students with reading difficulties. Learning and Individual Differences, 2008, 18, 338-345.	2.7	60
81	Effectiveness of Supplemental Reading Instruction for Second-Grade English Language Learners with Reading Difficulties. Elementary School Journal, 2003, 103, 221-238.	1.4	59
82	The Incidence of "Causal" Statements in Teaching-and-Learning Research Journals. American Educational Research Journal, 2007, 44, 400-413.	2.7	57
83	Intervention Provided to Linguistically Diverse Middle School Students with Severe Reading Difficulties. Learning Disabilities Research and Practice, 2008, 23, 79-89.	1.1	56
84	Students' Perceptions of Instruction in Inclusion Classrooms: Implications for Students with Learning Disabilities. Exceptional Children, 1999, 66, 23-37.	2.2	55
85	Grouping for Reading Instruction. Journal of Learning Disabilities, 2000, 33, 477-488.	2.2	55
86	Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial.. Journal of Educational Psychology, 2017, 109, 22-34.	2.9	55
87	Using Collaborative Strategic Reading. Teaching Exceptional Children, 1998, 30, 32-37.	1.0	54
88	A Review of Summarizing and Main Idea Interventions for Struggling Readers in Grades 3 Through 12: 1978-2016. Remedial and Special Education, 2019, 40, 131-149.	2.3	53
89	A Synthesis and Meta-Analysis of Reading Interventions Using Social Studies Content for Students With Learning Disabilities. Journal of Learning Disabilities, 2014, 47, 178-195.	2.2	52
90	Cognitive Correlates of Inadequate Response to Reading Intervention. School Psychology Review, 2011, 40, 3-22.	3.0	51

#	ARTICLE	IF	CITATIONS
91	Examining the Schoolwide “Spread” of Research-Based Practices. <i>Learning Disability Quarterly</i> , 2001, 24, 221-234.	1.3	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.	1.1	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.	1.6	48
94	Improving Middle-School Students’ Knowledge and Comprehension in Social Studies: a Replication. <i>Educational Psychology Review</i> , 2015, 27, 31-50.	8.4	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.	1.1	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.	1.8	43
97	Improving Reading Comprehension and Social Studies Knowledge Among Middle School Students With Disabilities. <i>Exceptional Children</i> , 2015, 81, 426-442.	2.2	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.	2.9	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.	1.6	41
100	Determining English Language Learners' Response to Intervention: Questions and Some Answers. <i>Learning Disability Quarterly</i> , 2007, 30, 185-195.	1.3	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.	2.7	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.	1.1	39
103	Instructional Grouping for Reading for Students with LD. <i>Intervention in School and Clinic</i> , 2001, 36, 131-137.	1.0	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.	1.8	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.	1.1	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.	1.6	38
107	Collaborative Strategic Reading: Findings From Experienced Implementers. <i>Journal of Research on Educational Effectiveness</i> , 2013, 6, 137-163.	1.6	37
108	Executive Function, Self-Regulated Learning, and Reading Comprehension: A Training Study. <i>Journal of Learning Disabilities</i> , 2017, 50, 450-467.	2.2	36

#	ARTICLE	IF	CITATIONS
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.	2.9	36
110	Not All Students Learn to Read by Third Grade. Journal of Special Education, 2001, 35, 17-30.	1.7	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.	1.6	35
112	Teaching Reading Comprehension Through Collaborative Strategic Reading. Intervention in School and Clinic, 1999, 34, 284-292.	1.0	34
113	High School Students With Reading Comprehension Difficulties. Journal of Learning Disabilities, 2015, 48, 546-558.	2.2	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.	1.5	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.	1.4	34
116	Predicting Reading Success in a Multilevel Schoolwide Reading Model. Journal of Learning Disabilities, 2008, 41, 174-188.	2.2	33
117	Efficacy of a Reading Intervention for Middle School Students with Learning Disabilities. Exceptional Children, 2011, 78, 73-87.	2.2	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.	1.1	33
119	Physiological Arousal and Juvenile Psychopathy: Is Low Resting Heart Rate Associated with Affective Dimensions?. Psychiatric Quarterly, 2017, 88, 103-114.	2.1	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.	1.6	32
121	Collaborative Strategic Reading for Students With Learning Disabilities in Upper Elementary Classrooms. Exceptional Children, 2016, 82, 409-427.	2.2	32
122	Reading Instruction for English Learners in the Middle Grades: a Meta-Analysis. Educational Psychology Review, 2017, 29, 763-794.	8.4	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.	0.8	29
124	Middle School Reading Comprehension and Content Learning Intervention for Below-Average Readers. Reading and Writing Quarterly, 2017, 33, 37-53.	1.4	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.	2.2	29
126	Students Demonstrating Persistent Low Response to Reading Intervention: Three Case Studies. Learning Disabilities Research and Practice, 2009, 24, 151-163.	1.1	28

#	ARTICLE	IF	CITATIONS
127	Do processing patterns of strengths and weaknesses predict differential treatment response?. Journal of Educational Psychology, 2016, 108, 898-909.	2.9	28
128	Is a Three-Tier Reading Intervention Model Associated With Reduced Placement in Special Education?. Remedial and Special Education, 2011, 32, 167-175.	2.3	27
129	Psychometric Properties of Maze Tasks in Middle School Students. Assessment for Effective Intervention, 2012, 37, 131-146.	0.8	26
130	English Learner and Non-English Learner Students With Disabilities. Exceptional Children, 2016, 82, 428-442.	2.2	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.	2.2	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.	1.1	26
133	Anxiety and Response to Reading Intervention among First Grade Students. Child and Youth Care Forum, 2014, 43, 417-431.	1.6	24
134	Examining How Treatment Fidelity Is Supported, Measured, and Reported in Kâ€“3 Reading Intervention Research. Educational Psychology Review, 2018, 30, 885-919.	8.4	24
135	Predicting reading outcomes with progress monitoring slopes among middle grade students. Learning and Individual Differences, 2014, 30, 46-57.	2.7	23
136	Teaching Social Studies to Upper Elementary Students With Learning Disabilities. Learning Disability Quarterly, 2015, 38, 15-26.	1.3	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.	2.2	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.	1.4	22
139	Secondary Interventions in Reading; Providing Additional Instruction for Students at Risk. Teaching Exceptional Children, 2007, 39, 40-46.	1.0	22
140	Implementing Team-Based Learning in Middle School Social Studies Classes. Journal of Educational Research, 2015, 108, 331-344.	1.6	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.	3.4	22
142	Relationship Between Implementation of Collaborative Strategic Reading and Student Outcomes for Adolescents With Disabilities. Journal of Learning Disabilities, 2016, 49, 644-657.	2.2	22
143	Efficacy of a high school extensive reading intervention for English learners with reading difficulties.. Journal of Educational Psychology, 2019, 111, 373-386.	2.9	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.	1.6	21

#	ARTICLE	IF	CITATIONS
145	Thoughts on Rethinking Response to Intervention With Secondary Students. <i>School Psychology Review</i> , 2010, 39, 296-299.	3.0	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.	3.3	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.	2.2	21
148	Tier 3 Interventions for Students With Significant Reading Problems. <i>Theory Into Practice</i> , 2010, 49, 305-314.	1.6	20
149	Improving Reading Comprehension for High School Students With Disabilities. <i>Exceptional Children</i> , 2015, 82, 117-131.	2.2	20
150	Executive Functions and Response to Intervention: Identification of Students Struggling With Reading Comprehension. <i>Learning Disability Quarterly</i> , 2019, 42, 17-31.	1.3	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.	1.6	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.	1.1	19
153	Reading Interventions With Behavioral and Social Skill Outcomes. <i>Behavior Modification</i> , 2015, 39, 8-42.	1.6	18
154	Are homeschooled adolescents less likely to use alcohol, tobacco, and other drugs?. <i>Drug and Alcohol Dependence</i> , 2015, 155, 97-104.	3.2	18
155	Reading Comprehension Interventions for Students With Autism Spectrum Disorders. <i>Focus on Autism and Other Developmental Disabilities</i> , 2016, 31, 284-299.	1.3	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.	1.8	18
157	Engagement of Temporal Lobe Regions Predicts Response to Educational Interventions in Adolescent Struggling Readers. <i>Developmental Neuropsychology</i> , 2011, 36, 869-888.	1.4	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.	1.4	17
159	Remediating reading difficulties in a response to intervention model with secondary students. <i>Psychology in the Schools</i> , 2012, 49, 273-284.	1.8	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.	1.6	17
161	Learning Disabilities Research Studies: Findings From NICHD-Funded Projects. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 225-231.	1.6	17
162	Interactive Read-Alouds for English Learners in the Elementary Grades. <i>Reading Teacher</i> , 2015, 68, 639-648.	0.9	17

#	ARTICLE	IF	CITATIONS
163	Intensive Reading Interventions for Inadequate Responders in Grades K–3: A Synthesis. Learning Disability Quarterly, 2017, 40, 191-210.	1.3	17
164	How Initial Word Reading and Language Skills Affect Reading Comprehension Outcomes for Students With Reading Difficulties. Exceptional Children, 2019, 85, 180-196.	2.2	17
165	Common Core State Standards and Students with Learning Disabilities: Introduction to the Special Issue. Learning Disabilities Research and Practice, 2013, 28, 1-4.	1.1	16
166	Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School. School Psychology Review, 2014, 43, 407-427.	3.0	16
167	Team–Based Learning for Students with High–Incidence Disabilities in High School Social Studies Classrooms. Learning Disabilities Research and Practice, 2015, 30, 3-14.	1.1	16
168	The Effects of a Paraphrasing and Text Structure Intervention on the Main Idea Generation and Reading Comprehension of Students with Reading Disabilities in Grades 4 and 5. Scientific Studies of Reading, 2020, 24, 365-379.	2.0	16
169	Examining the Reading and Cognitive Profiles of Students With Significant Reading Comprehension Difficulties. Learning Disability Quarterly, 2021, 44, 183-196.	1.3	16
170	A test of the cerebellar hypothesis of dyslexia in adequate and inadequate responders to reading intervention. Journal of the International Neuropsychological Society, 2010, 16, 526-536.	1.8	15
171	A Commentary on Bowers (2020) and the Role of Phonics Instruction in Reading. Educational Psychology Review, 2021, 33, 1249-1274.	8.4	15
172	Monitoring Response to Supplemental Services for Students at Risk for Reading Difficulties: High and Low Responders. , 2007, , 234-243.		15
173	Examining the Impact of Teacher Quality on Fourth-Grade Students' Comprehension and Content-Area Achievement. Reading and Writing Quarterly, 2011, 27, 239-260.	1.4	14
174	The effects of teacher read-alouds and student silent reading on predominantly bilingual high school seniors’ learning and retention of social studies content. Reading and Writing, 2014, 27, 1119-1140.	1.7	14
175	Effects of a Text-Processing Comprehension Intervention on Struggling Middle School Readers. Topics in Language Disorders, 2016, 36, 368-389.	1.0	14
176	Examining the Effects of Afterschool Reading Interventions for Upper Elementary Struggling Readers. Remedial and Special Education, 2018, 39, 131-143.	2.3	14
177	The Critical Role of Word Reading as a Predictor of Response to Intervention. Journal of Learning Disabilities, 2020, 53, 415-427.	2.2	14
178	Thoughts on Rethinking Response to Intervention With Secondary Students. School Psychology Review, 2010, 39, 296-299.	3.0	14
179	Home Literacy Activities: Perceptions and Practices of Hispanic Parents of Children with Learning Disabilities. Learning Disability Quarterly, 1999, 22, 224-235.	1.3	12
180	Intensive Interventions for Students with Learning Disabilities in the RTI Era: Position Statement of the Division for Learning Disabilities Council for Exceptional Children. Learning Disabilities Research and Practice, 2014, 29, 90-92.	1.1	12

#	ARTICLE	IF	CITATIONS
181	Cognitive, Intervention, and Neuroimaging Perspectives on Executive Function in Children With Reading Disabilities. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 25-54.	2.2	12
182	The Relationship Between Study Quality and the Effects of Supplemental Reading Interventions: A Meta-Analysis. <i>Exceptional Children</i> , 2019, 85, 347-366.	2.2	12
183	The Role of Oracy in Developing Comprehension in Spanish-Speaking English Language Learners. <i>Topics in Language Disorders</i> , 2006, 26, 365-384.	1.0	11
184	Long-Term Follow-Up of Spanish and English Interventions for First-Grade English Language Learners at Risk for Reading Problems. <i>Journal of Research on Educational Effectiveness</i> , 2008, 1, 179-214.	1.6	11
185	Effects of a Bundled Accommodations Package on High-Stakes Testing for Middle School Students with Reading Disabilities. <i>Exceptional Children</i> , 2009, 75, 447-463.	2.2	11
186	Reading Instruction for English Learners With Learning Disabilities: What Do We Already Know, and What Do We Still Need to Learn?. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 145-189.	2.2	11
187	The Effects of Inference Instruction on the Reading Comprehension of English Learners With Reading Comprehension Difficulties. <i>Remedial and Special Education</i> , 2020, 41, 259-270.	2.3	11
188	Sustained Attention and Behavioral Ratings of Attention in Struggling Readers. <i>Scientific Studies of Reading</i> , 2021, 25, 436-451.	2.0	11
189	Vocabulary and Main Idea Reading Intervention Using Text Choice to Improve Content Knowledge and Reading Comprehension of Adolescents With Autism Spectrum Disorder. <i>Behavior Modification</i> , 2021, 45, 66-98.	1.6	11
190	Facilitating Co-Teaching for Literacy in General Education Classrooms through Technology: Focus on Students with Learning Disabilities. <i>Reading and Writing Quarterly</i> , 2006, 22, 269-291.	1.4	10
191	The Validity of a Holistically Scored Retell Protocol for Determining the Reading Comprehension of Middle School Students. <i>Learning Disability Quarterly</i> , 2012, 35, 76-89.	1.3	9
192	Effects of Reading Comprehension and Vocabulary Intervention on Comprehension-Related Outcomes for Ninth Graders With Low Reading Comprehension. <i>Reading and Writing Quarterly</i> , 2018, 34, 537-553.	1.4	9
193	Problem Behaviors and Response to Reading Intervention for Upper Elementary Students With Reading Difficulties. <i>Remedial and Special Education</i> , 2021, 42, 169-181.	2.3	9
194	Multilayer Instruction Model for First-Grade Students in General Education Classes. <i>Japanese Journal of Educational Psychology</i> , 2008, 56, 534-547.	1.9	9
195	Promoting Acceleration of Comprehension and Content Through Text in High School Social Studies Classes. <i>Journal of Research on Educational Effectiveness</i> , 2015, 8, 169-188.	1.6	8
196	Effects of an Intensive Reading Intervention for Ninth-Grade English Learners With Learning Disabilities. <i>Learning Disability Quarterly</i> , 2020, 43, 154-166.	1.3	8
197	The Importance of Baseline Word Reading Skills in Examining Student Response to a Multicomponent Reading Intervention. <i>Journal of Learning Disabilities</i> , 2022, 55, 259-271.	2.2	8
198	The Relative Effects of Instruction Linking Word Reading and Word Meaning Compared to Word Reading Instruction Alone on the Accuracy, Fluency, and Word Meaning Knowledge of 4th-5th Grade Students With Dyslexia. <i>Scientific Studies of Reading</i> , 2022, 26, 204-222.	2.0	8

#	ARTICLE	IF	CITATIONS
199	When Treatment Adherence Matters: Interactions Among Treatment Adherence, Instructional Quality, and Student Characteristics on Reading Outcomes. <i>Reading Research Quarterly</i> , 2022, 57, 753-774.	3.3	8
200	Examining the Effects of Integrating Anxiety Management Instruction Within a Reading Intervention for Upper Elementary Students With Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2022, 55, 408-426.	2.2	8
201	Response to Intervention Models as Alternatives to Traditional Views of Learning Disabilities: Response to the Commentaries. <i>Child Development Perspectives</i> , 2009, 3, 48-50.	3.9	7
202	First-Grade Student Retention Within a 3-Tier Reading Framework. <i>Reading and Writing Quarterly</i> , 2010, 26, 26-50.	1.4	7
203	Treatment effects for adolescent struggling readers: An application of moderated mediation. <i>Learning and Individual Differences</i> , 2013, 23, 10-21.	2.7	7
204	Designing Intervention Studies: Selected Populations, Range Restrictions, and Statistical Power. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 556-569.	1.6	7
205	Examining the Effects of a Tier 2 Reading Comprehension Intervention Aligned to Tier 1 Instruction for Fourth-Grade Struggling Readers. <i>Exceptional Children</i> , 2020, 86, 430-448.	2.2	7
206	Reading Instruction and Students with Learning Disabilities. <i>Advances in Special Education</i> , 2013, , 19-43.	0.1	6
207	Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School. <i>School Psychology Review</i> , 2014, 43, 407-427.	3.0	6
208	Examining Predictive Validity of Oral Reading Fluency Slope in Upper Elementary Grades Using Quantile Regression. <i>Journal of Learning Disabilities</i> , 2018, 51, 565-577.	2.2	6
209	A meta-analysis of the effects of academic interventions on academic achievement and academic anxiety outcomes in elementary school children. <i>Journal of School Psychology</i> , 2022, 92, 265-284.	2.9	6
210	Building on Past Successes. <i>Remedial and Special Education</i> , 2015, 36, 5-8.	2.3	5
211	A Synthesis of Spelling Interventions for Secondary Students With Disabilities. <i>Journal of Special Education</i> , 2018, 52, 3-15.	1.7	5
212	Class Percentage of Students With Reading Difficulties on Content Knowledge and Comprehension. <i>Journal of Learning Disabilities</i> , 2019, 52, 120-134.	2.2	5
213	Fluency Interventions for Struggling Readers in Grades 6 to 12: A Research Synthesis. <i>Journal of Learning Disabilities</i> , 2022, 55, 3-21.	2.2	5
214	Cost-Effectiveness of a Grade 8 Intensive Reading and Content Learning Intervention. <i>School Psychology Review</i> , 2020, 49, 374-385.	3.0	5
215	Progress monitoring: an integral part of instruction. <i>Reading and Writing</i> , 2007, 20, 535-537.	1.7	4
216	Staying Within One's Data to Make Recommendations for Practice in Primary Educational Research Journals. <i>Educational Psychology Review</i> , 2013, 25, 339-343.	8.4	4

#	ARTICLE	IF	CITATIONS
217	Building a sustainable school-wide adolescent literacy model in middle schools: Guidance for administrators. <i>Middle School Journal</i> , 2019, 50, 15-25.	0.7	4
218	Using Question Generation to Improve Reading Comprehension for Middleâ€Grade Students. <i>Journal of Adolescent and Adult Literacy</i> , 2020, 64, 311-322.	1.1	4
219	Narrative Instruction in Elementary Classrooms. <i>Elementary School Journal</i> , 2021, 121, 454-483.	1.4	4
220	Reflections on â€œplanning for mainstreamed special education students: Perceptions of general classroom teachersâ€• <i>Exceptionality</i> , 1992, 3, 121-126.	1.5	3
221	Implementation of a Text-Based Content Intervention in Secondary Social Studies Classes. <i>New Directions for Child and Adolescent Development</i> , 2016, 2016, 31-48.	2.2	3
222	Research-Based Lessons That Support Student Independent Reading in Social Studies. <i>Preventing School Failure</i> , 2016, 60, 337-344.	0.7	3
223	Examining the Role of Pre-Instruction Academic Performance Within A Text-based Approach to Improving Student Content Knowledge and Understanding. <i>Exceptional Children</i> , 2019, 85, 212-228.	2.2	3
224	Subgrouping of Korean Readers Based on Reading Achievement and the Relation of Cognitive-Linguistic Variables to the Subgroups. <i>Learning Disability Quarterly</i> , 2021, 44, 197-209.	1.3	3
225	Examining vocabulary, reading comprehension, and content knowledge instruction during fourth grade social studies teaching. <i>Reading and Writing</i> , 2021, 34, 1143-1170.	1.7	3
226	Using Paraphrasing and Text Structure Instruction to Support Main Idea Generation. <i>Teaching Exceptional Children</i> , 2021, 53, 300-308.	1.0	3
227	Teachersâ€™ text use in middle school content-area classrooms. <i>Reading and Writing</i> , 2022, 35, 177-197.	1.7	3
228	Research-Based Reading Instruction for Students with Learning Disabilities. <i>Literacy Research, Practice and Evaluation</i> , 2013, , 293-319.	0.5	2
229	The Effect of Reading Duration on the Reliability and Validity of Middle School Studentsâ€™ ORF Performance. <i>Assessment for Effective Intervention</i> , 2014, 40, 53-64.	0.8	2
230	Team-Based Learning: Moderating Effects of Metacognitive Elaborative Rehearsal and Middle School History Content Recall. <i>Educational Psychology Review</i> , 2014, 26, 451-468.	8.4	2
231	Introduction to the Special Issue on the Simple View of Reading from Pre-K to Grade 12. <i>Remedial and Special Education</i> , 2018, 39, 259-259.	2.3	2
232	Reading Interventions for Young Learners with Reading Difficulties and Disabilities: The Role of Word Reading and Word Meaning. <i>Advances in Special Education</i> , 2019, , 15-37.	0.1	2
233	Interventions to Promote Reading for Understanding. , 2019, , 381-408.		2
234	Enhancing Reading Comprehension in Middle School Classrooms Using a Critical Reading Routine. <i>Intervention in School and Clinic</i> , 2020, 55, 203-213.	1.0	2

#	ARTICLE	IF	CITATIONS
235	The Differential Efficacy of a Professional Development Model on Reading Outcomes for Students With and Without Disabilities. <i>Exceptional Children</i> , 2021, 87, 497-516.	2.2	2
236	The role of knowledge availability in forming inferences with rural middle grade English learners. <i>Learning and Individual Differences</i> , 2021, 88, 102006.	2.7	2
237	Teaching Elementary Students Who Experience Difficulties in Learning. , 0, , 361-378.		2
238	The efficacy of comprehension and vocabulary focused professional development on English learners' literacy.. <i>Journal of Educational Psychology</i> , 2022, 114, 257-272.	2.9	2
239	Multitiered Systems of Support, Adaptive Interventions, and SMART Designs. <i>Exceptional Children</i> , 2021, 88, 8-25.	2.2	2
240	Middle school matters: examining the effects of a schoolwide professional development model to improve reading comprehension. <i>Reading and Writing</i> , 2022, , 1-26.	1.7	2
241	Teaching Elementary Students with Learning Difficulties. , 0, , 633-657.		2
242	Language and reading comprehension for students with dyslexia: An introduction to the special issue. <i>Annals of Dyslexia</i> , 2022, 72, 197-203.	1.7	2
243	Student Engagement among High School English Learners with Reading Comprehension Difficulties. <i>School Psychology Review</i> , 0, , 1-19.	3.0	1
244	Current Research Informing the Conceptualization, Identification, and Treatment of Dyslexia Across Orthographies: An Introduction to the Special Series. <i>Learning Disability Quarterly</i> , 2021, 44, 140-144.	1.3	1
245	Theoretically guided interventions for adolescents who are poor readers. <i>Studies in Written Language and Literacy</i> , 0, , 489-506.	1.0	1
246	Reading enhancements for students with autism spectrum disorder: A matched randomized pilot experimental study. <i>Research in Autism Spectrum Disorders</i> , 2022, 93, 101937.	1.5	1
247	Summary of Research and Implications for Practice on Reading Interventions for Young English-Language Learners with Reading Difficulties. , 0, , 298-312.		0
248	In Memory of Janette Klingner. <i>Learning Disability Quarterly</i> , 2014, 37, 128-128.	1.3	0
249	In Memory of Janette Klingner. <i>Journal of Learning Disabilities</i> , 2014, 47, 387-387.	2.2	0
250	Explaining Variation in Findings From Efficacy and Effectiveness Studies for English Reading Interventions for English Learners. <i>Journal of Research on Educational Effectiveness</i> , 2019, 12, 116-134.	1.6	0
251	Content-area reading comprehension and teachers' use of instructional time: effects on middle school students' social studies knowledge. <i>Reading and Writing</i> , 2019, 32, 1705-1722.	1.7	0
252	The Effects of Blended Text-Processing and Linguistic Comprehension Interventions Among Struggling Middle-School Readers. <i>International Journal for Research in Learning Disabilities</i> , 2015, 2, 2-17.	0.0	0

#	ARTICLE	IF	CITATIONS
253	Effects of a Reading Intervention and a Mentoring Intervention for Ninth-Grade English Learners with Reading Difficulties. Journal of Research on Educational Effectiveness, 0, , 1-26.	1.6	0
254	Understanding the Role of Academic Vocabulary in Content Acquisition for Middle School Students With and Without Disabilities. Journal of Special Education, 2023, 57, 3-12.	1.7	0