

Sharon Vaughn

List of Publications by Year in Descending Order

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

248
papers

10,888
citations

60
h-index

95
g-index

262
ext. papers

12,048
ext. citations

2.2
avg, IF

6.5
L-index

#	Paper	IF	Citations
248	Fluency Interventions for Struggling Readers in Grades 6 to 12: A Research Synthesis. <i>Journal of Learning Disabilities</i> , 2022 , 55, 3-21	2.7	0
247	Middle school matters: examining the effects of a schoolwide professional development model to improve reading comprehension.. <i>Reading and Writing</i> , 2022 , 1-26	2.1	
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	3	0
245	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	4.5	0
244	A commentary on and the role of phonics instruction in reading. <i>Educational Psychology Review</i> , 2021 , 33, 1249-1274	7.1	6
243	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> , 2021 , 222194211053225	2.7	2
242	Narrative Instruction in Elementary Classrooms. <i>Elementary School Journal</i> , 2021 , 121, 454-483	1.1	1
241	The Importance of Baseline Word Reading Skills in Examining Student Response to a Multicomponent Reading Intervention. <i>Journal of Learning Disabilities</i> , 2021 , 222194211010349	2.7	3
240	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	2.7	1
239	The Role of Knowledge Availability in Forming Inferences with Rural Middle Grade English Learners. <i>Learning and Individual Differences</i> , 2021 , 88, 102006-102006	3.1	0
238	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	0.6	1
237	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	0.6	
236	Examining vocabulary, reading comprehension, and content knowledge instruction during fourth grade social studies teaching. <i>Reading and Writing</i> , 2021 , 34, 1143-1170	2.1	1
235	Using Paraphrasing and Text Structure Instruction to Support Main Idea Generation. <i>Teaching Exceptional Children</i> , 2021 , 53, 300-308	1	0
234	Sustained attention and behavioral ratings of attention in struggling readers. <i>Scientific Studies of Reading</i> , 2021 , 25, 436-451	3.8	3
233	Problem Behaviors and Response to Reading Intervention for Upper Elementary Students With Reading Difficulties. <i>Remedial and Special Education</i> , 2021 , 42, 169-181	2.1	5
232	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	2.5	7

231	Current State of the Evidence: Examining the Effects of Orton-Gillingham Reading Interventions for Students With or at Risk for Word-Level Reading Disabilities. <i>Exceptional Children</i> , 2021 , 87, 397-417	2.7	6
230	Examining the Reading and Cognitive Profiles of Students With Significant Reading Comprehension Difficulties.. <i>Learning Disability Quarterly</i> , 2021 , 44, 183-196	0.6	7
229	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	2.7	2
228	Cost-Effectiveness of a Grade 8 Intensive Reading and Content Learning Intervention. <i>School Psychology Review</i> , 2020 , 49, 374-385	1.6	5
227	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. <i>Scientific Studies of Reading</i> , 2020 , 24, 365-379	3.8	6
226	The Critical Role of Word Reading as a Predictor of Response to Intervention. <i>Journal of Learning Disabilities</i> , 2020 , 53, 415-427	2.7	5
225	Using Question Generation to Improve Reading Comprehension for Middle-Grade Students. <i>Journal of Adolescent and Adult Literacy</i> , 2020 , 64, 311-322	0.7	1
224	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	2.1	1
223	Enhancing Reading Comprehension in Middle School Classrooms Using a Critical Reading Routine. <i>Intervention in School and Clinic</i> , 2020 , 55, 203-213	0.6	2
222	Effects of an Intensive Reading Intervention for Ninth-Grade English Learners With Learning Disabilities. <i>Learning Disability Quarterly</i> , 2020 , 43, 154-166	0.6	1
221	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	3
220	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	1.3	6
219	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	1.3	3
218	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	0.3	0
217	Replication of an Experimental Study Investigating the Efficacy of a Multisyllabic Word Reading Intervention With and Without Motivational Beliefs Training for Struggling Readers. <i>Journal of Learning Disabilities</i> , 2019 , 52, 45-58	2.7	19
216	Efficacy of a Word- and Text-Based Intervention for Students With Significant Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2019 , 52, 31-44	2.7	16
215	Class Percentage of Students With Reading Difficulties on Content Knowledge and Comprehension. <i>Journal of Learning Disabilities</i> , 2019 , 52, 120-134	2.7	4
214	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	1.4	

213	Efficacy of a high school extensive reading intervention for English learners with reading difficulties.. <i>Journal of Educational Psychology</i> , 2019 , 111, 373-386	5.3	12
212	Examining Sources and Mechanisms of Reading Comprehension Difficulties: Comparing English Learners and Non-English Learners within the Simple View of Reading. <i>Journal of Educational Psychology</i> , 2019 , 111, 982-1000	5.3	13
211	Interventions to Promote Reading for Understanding 2019 , 381-408		1
210	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	2.1	
209	How Initial Word Reading and Language Skills Affect Reading Comprehension Outcomes for Students With Reading Difficulties. <i>Exceptional Children</i> , 2019 , 85, 180-196	2.7	9
208	The Relationship Between Study Quality and the Effects of Supplemental Reading Interventions: A Meta-Analysis. <i>Exceptional Children</i> , 2019 , 85, 347-366	2.7	7
207	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	2.7	2
206	Executive Functions and Response to Intervention: Identification of Students Struggling with Reading Comprehension. <i>Learning Disability Quarterly</i> , 2019 , 42, 17-31	0.6	12
205	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	2.1	36
204	Examining the Effects of Afterschool Reading Interventions for Upper Elementary Struggling Readers. <i>Remedial and Special Education</i> , 2018 , 39, 131-143	2.1	10
203	Examining How Treatment Fidelity Is Supported, Measured, and Reported in K-3 Reading Intervention Research. <i>Educational Psychology Review</i> , 2018 , 30, 885-919	7.1	11
202	The Effects of One versus Two Years of Intensive Reading Intervention Implemented with Late Elementary Struggling Readers. <i>Learning Disabilities Research and Practice</i> , 2018 , 33, 24-36	0.8	12
201	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	2.7	5
200	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	0.8	29
199	Current Evidence on the Effects of Intensive Early Reading Interventions. <i>Journal of Learning Disabilities</i> , 2018 , 51, 612-624	2.7	54
198	A Synthesis of Spelling Interventions for Secondary Students With Disabilities. <i>Journal of Special Education</i> , 2018 , 52, 3-15	1.4	4
197	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	1.2	5
196	Executive Function, Self-Regulated Learning, and Reading Comprehension: A Training Study. <i>Journal of Learning Disabilities</i> , 2017 , 50, 450-467	2.7	28

195	Physiological Arousal and Juvenile Psychopathy: Is Low Resting Heart Rate Associated with Affective Dimensions?. <i>Psychiatric Quarterly</i> , 2017 , 88, 103-114	4.1	21
194	A Synthesis of Reading and Spelling Interventions and Their Effects on Spelling Outcomes for Students With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2017 , 50, 286-297	2.7	20
193	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	2.7	66
192	Middle School Reading Comprehension and Content Learning Intervention for Below-Average Readers. <i>Reading and Writing Quarterly</i> , 2017 , 33, 37-53	1.2	22
191	Reading Instruction for English Learners in the Middle Grades: a Meta-Analysis. <i>Educational Psychology Review</i> , 2017 , 29, 763-794	7.1	21
190	Multisyllabic Word-Reading Instruction With and Without Motivational Beliefs Training for Struggling Readers in the Upper Elementary Grades: A Pilot Investigation. <i>Elementary School Journal</i> , 2017 , 117, 593-615	1.1	27
189	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	2.3	11
188	Intensive Reading Interventions for Inadequate Responders in Grades KB: A Synthesis. <i>Learning Disability Quarterly</i> , 2017 , 40, 191-210	0.6	13
187	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	5.3	39
186	Effects of a Text-processing Comprehension Intervention on Struggling Middle School Readers. <i>Topics in Language Disorders</i> , 2016 , 36, 368-389	1.3	8
185	Research-Based Lessons That Support Student Independent Reading in Social Studies. <i>Preventing School Failure</i> , 2016 , 60, 337-344	0.5	3
184	Meta-Analyses of the Effects of Tier 2 Type Reading Interventions in Grades K-3. <i>Educational Psychology Review</i> , 2016 , 28, 551-576	7.1	81
183	English Learner and Non-English Learner Students With Disabilities: Content Acquisition and Comprehension. <i>Exceptional Children</i> , 2016 , 82, 428-442	2.7	21
182	Collaborative Strategic Reading for Students With Learning Disabilities in Upper Elementary Classrooms. <i>Exceptional Children</i> , 2016 , 82, 409-427	2.7	22
181	Designing Intervention Studies: Selected Populations, Range Restrictions, and Statistical Power. <i>Journal of Research on Educational Effectiveness</i> , 2016 , 9, 556-569	1.4	6
180	Bullying Victimization Among School-Aged Immigrant Youth in the United States. <i>Journal of Adolescent Health</i> , 2016 , 58, 337-44	5.8	74
179	Reading Comprehension Interventions for Students With Autism Spectrum Disorders: An Alternating Treatments Comparison. <i>Focus on Autism and Other Developmental Disabilities</i> , 2016 , 31, 284-299	1.8	11
178	Do Processing Patterns of Strengths and Weaknesses Predict Differential Treatment Response?. <i>Journal of Educational Psychology</i> , 2016 , 108, 898-909	5.3	24

177	Common Themes in Teaching Reading for Understanding: Lessons From Three Projects. <i>Journal of Adolescent and Adult Literacy</i> , 2016 , 60, 255-264	0.7	31
176	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	1.3	
175	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	1.4	34
174	Relationship Between Implementation of Collaborative Strategic Reading and Student Outcomes for Adolescents With Disabilities. <i>Journal of Learning Disabilities</i> , 2016 , 49, 644-657	2.7	14
173	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	1.2	92
172	Inferential Processing among Adequate and Struggling Adolescent Comprehenders and Relations to Reading Comprehension. <i>Reading and Writing</i> , 2015 , 28, 587-609	2.1	54
171	Improving Middle-School Students Knowledge and Comprehension in Social Studies: a Replication. <i>Educational Psychology Review</i> , 2015 , 27, 31-50	7.1	38
170	Reading interventions with behavioral and social skill outcomes: a synthesis of research. <i>Behavior Modification</i> , 2015 , 39, 8-42	2.5	15
169	Improving Reading Comprehension and Social Studies Knowledge Among Middle School Students With Disabilities. <i>Exceptional Children</i> , 2015 , 81, 426-442	2.7	32
168	A Meta-Analysis of Interventions for Struggling Readers in Grades 4-12: 1980-2011. <i>Journal of Learning Disabilities</i> , 2015 , 48, 369-90	2.7	202
167	High School Students With Reading Comprehension Difficulties: Results of a Randomized Control Trial of a Two-Year Reading Intervention. <i>Journal of Learning Disabilities</i> , 2015 , 48, 546-58	2.7	25
166	The Impact of Intensive Reading Intervention on Level of Attention in Middle School Students. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2015 , 44, 942-53	5.4	13
165	Are homeschooled adolescents less likely to use alcohol, tobacco, and other drugs?. <i>Drug and Alcohol Dependence</i> , 2015 , 155, 97-104	4.9	16
164	Special Education Research Advances Knowledge in Education. <i>Exceptional Children</i> , 2015 , 82, 11-24	2.7	61
163	Teaching Social Studies to Upper Elementary Students With Learning Disabilities: Graphic Organizers and Explicit Instruction. <i>Learning Disability Quarterly</i> , 2015 , 38, 15-26	0.6	18
162	Investigating a reading comprehension intervention for high school students with autism spectrum disorder: A pilot study. <i>Research in Autism Spectrum Disorders</i> , 2015 , 9, 96-111	3	25
161	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	0.8	11
160	Interactive Read-Alouds for English Learners in the Elementary Grades. <i>Reading Teacher</i> , 2015 , 68, 639-648		11

159	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	0.8	14
158	Cognitive Attributes, Attention, and Self-Efficacy of Adequate and Inadequate Responders in a Fourth Grade Reading Intervention. <i>Learning Disabilities Research and Practice</i> , 2015 , 30, 159-170	0.8	21
157	Building on Past Successes: Designing, Evaluating, and Providing Effective Treatments for Persons for Whom Typical Instruction Is Not Effective. <i>Remedial and Special Education</i> , 2015 , 36, 5-8	2.1	4
156	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	1.4	6
155	Implementing Team-Based Learning in Middle School Social Studies Classes. <i>Journal of Educational Research</i> , 2015 , 108, 331-344	1.1	16
154	Improving Reading Comprehension for High School Students With Disabilities: Effects for Comprehension and School Retention. <i>Exceptional Children</i> , 2015 , 82, 117-131	2.7	13
153	The Effects of Blended Text-Processing and Linguistic Comprehension Interventions Among Struggling Middle-School Readers 2015 , 2, 2-17		
152	Intensive Interventions for Students with Learning Disabilities in the RTI Era: Position Statement of the Division for Learning Disabilities Council for Exceptional Children. <i>Learning Disabilities Research and Practice</i> , 2014 , 29, 90-92	0.8	10
151	The Effects of Team-Based Learning on Social Studies Knowledge Acquisition in High School. <i>Journal of Research on Educational Effectiveness</i> , 2014 , 7, 183-204	1.4	30
150	Anxiety and Response to Reading Intervention among First Grade Students. <i>Child and Youth Care Forum</i> , 2014 , 43, 417-431	2.4	17
149	Team-Based Learning: Moderating Effects of Metacognitive Elaborative Rehearsal and Middle School History Content Recall. <i>Educational Psychology Review</i> , 2014 , 26, 451-468	7.1	2
148	The effects of teacher read-alouds and student silent reading on predominantly bilingual high school seniors' learning and retention of social studies content. <i>Reading and Writing</i> , 2014 , 27, 1119-1140	2.1	9
147	Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School. <i>School Psychology Review</i> , 2014 , 43, 407-427	1.6	3
146	Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School. <i>School Psychology Review</i> , 2014 , 43, 407-427	1.6	14
145	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	1.4	16
144	What Is Intensive Instruction and Why Is It Important?. <i>Teaching Exceptional Children</i> , 2014 , 46, 13-18	1	84
143	Why Intensive Interventions Matter: Longitudinal Studies of Adolescents With Reading Disabilities and Poor Reading Comprehension. <i>Learning Disability Quarterly</i> , 2014 , 37, 218-229	0.6	51
142	Patterns of cognitive strengths and weaknesses: Identification rates, agreement, and validity for learning disabilities identification. <i>School Psychology Quarterly</i> , 2014 , 29, 21-37	0	56

141	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, 178-95	2.7	43
140	Addressing the Academic Needs of Adolescents With Autism Spectrum Disorder in Secondary Education. <i>Remedial and Special Education</i> , 2014 , 35, 68-79	2.1	74
139	Intensive Interventions in Reading for Students with Reading Disabilities: Meaningful Impacts. <i>Learning Disabilities Research and Practice</i> , 2014 , 29, 46-53	0.8	59
138	In memory of Janette Klingner. <i>Journal of Learning Disabilities</i> , 2014 , 47, 387	2.7	
137	The Effect of Reading Duration on the Reliability and Validity of Middle School Students' ORF Performance. <i>Assessment for Effective Intervention</i> , 2014 , 40, 53-64	0.8	2
136	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	1.4	29
135	Learning Disabilities Research Studies: Findings from NICHD funded Projects. <i>Journal of Research on Educational Effectiveness</i> , 2014 , 7, 225-231	1.4	11
134	Predicting reading outcomes with progress monitoring slopes among middle grade students. <i>Learning and Individual Differences</i> , 2014 , 30, 46-57	3.1	15
133	Reading comprehension interventions for students with autism spectrum disorders: a synthesis of research. <i>Journal of Autism and Developmental Disorders</i> , 2014 , 44, 1303-22	4.6	57
132	Reading skill components and impairments in middle school struggling readers. <i>Reading and Writing</i> , 2013 , 26, 1059-1086	2.1	74
131	Staying Within One's Data to Make Recommendations for Practice in Primary Educational Research Journals. <i>Educational Psychology Review</i> , 2013 , 25, 339-343	7.1	2
130	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	0.8	14
129	Improving Reading Comprehension and Social Studies Knowledge in Middle School. <i>Reading Research Quarterly</i> , 2013 , 48, 77-93	2.6	105
128	Treatment Effects for Older Struggling Readers: An Application of Moderated Mediation. <i>Learning and Individual Differences</i> , 2013 , 23, 10-21	3.1	7
127	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	5.3	53
126	Extensive Reading Interventions for Students With Reading Difficulties After Grade 3. <i>Review of Educational Research</i> , 2013 , 83, 163-195	10.3	163
125	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	0.8	39
124	Collaborative Strategic Reading: Findings From Experienced Implementers. <i>Journal of Research on Educational Effectiveness</i> , 2013 , 6, 137-163	1.4	29

123	Effects of a Response-Based, Tiered Framework for Intervening With Struggling Readers in Middle School. <i>Reading Research Quarterly</i> , 2013 , 48, 237-254	2.6	18
122	Reading Instruction and Students with Learning Disabilities. <i>Advances in Special Education</i> , 2013 , 19-43	0.3	3
121	Research-Based Reading Instruction for Students with Learning Disabilities. <i>Literacy Research, Practice and Evaluation</i> , 2013 , 293-319	0.1	0
120	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	0.5	13
119	Responsiveness-to-intervention: a decade later. <i>Journal of Learning Disabilities</i> , 2012 , 45, 195-203	2.7	151
118	Response to intervention with secondary school students with reading difficulties. <i>Journal of Learning Disabilities</i> , 2012 , 45, 244-56	2.7	74
117	REMEDATING READING DIFFICULTIES IN A RESPONSE TO INTERVENTION MODEL WITH SECONDARY STUDENTS. <i>Psychology in the Schools</i> , 2012 , 49, 273-284	1.5	15
116	Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. <i>Psychology in the Schools</i> , 2012 , 49, 498-510	1.5	94
115	Retell as an Indicator of Reading Comprehension. <i>Scientific Studies of Reading</i> , 2012 , 16, 187-217	3.8	46
114	Effects of intensive reading intervention for eighth-grade students with persistently inadequate response to intervention. <i>Journal of Learning Disabilities</i> , 2012 , 45, 515-25	2.7	77
113	Reading comprehension interventions for middle school students with learning disabilities: a synthesis of 30 years of research. <i>Journal of Learning Disabilities</i> , 2012 , 45, 327-40	2.7	78
112	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	0.6	9
111	Psychometric Properties of Maze Tasks in Middle School Students. <i>Assessment for Effective Intervention</i> , 2012 , 37, 131-146	0.8	23
110	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011 , 40, 3-22	1.6	56
109	Early Numeracy Intervention Program for First-Grade Students with Mathematics Difficulties. <i>Exceptional Children</i> , 2011 , 78, 7-23	2.7	83
108	Efficacy of a Reading Intervention for Middle School Students Identified with Learning Disabilities. <i>Exceptional Children</i> , 2011 , 78, 73-87	2.7	27
107	Effects of Individualized and Standardized Interventions on Middle School Students With Reading Disabilities. <i>Exceptional Children</i> , 2011 , 77, 391-407	2.7	58
106	Examining the Impact of Teacher Quality on Fourth-Grade Students' Comprehension and Content-Area Achievement. <i>Reading and Writing Quarterly</i> , 2011 , 27, 239-260	1.2	11

105	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	3.8	79
104	Engagement of temporal lobe regions predicts response to educational interventions in adolescent struggling readers. <i>Developmental Neuropsychology</i> , 2011 , 36, 869-88	1.8	12
103	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, 258-75	2.7	99
102	Is a Three-Tier Reading Intervention Model Associated With Reduced Placement in Special Education?. <i>Remedial and Special Education</i> , 2011 , 32, 167-175	2.1	23
101	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, 875-85	3.1	29
100	Efficacy of Collaborative Strategic Reading With Middle School Students. <i>American Educational Research Journal</i> , 2011 , 48, 938-964	2.9	105
99	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	1.4	41
98	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011 , 40, 3-22	1.6	45
97	Thoughts on Rethinking Response to Intervention With Secondary Students. <i>School Psychology Review</i> , 2010 , 39, 296-299	1.6	19
96	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	1.6	115
95	A test of the cerebellar hypothesis of dyslexia in adequate and inadequate responders to reading intervention. <i>Journal of the International Neuropsychological Society</i> , 2010 , 16, 526-36	3.1	12
94	Tier 3 Interventions for Students With Significant Reading Problems. <i>Theory Into Practice</i> , 2010 , 49, 305-314	1.4	15
93	Differences in the Relationship of Oral Reading Fluency and High-Stakes Measures of Reading Comprehension. <i>Assessment for Effective Intervention</i> , 2010 , 35, 67-77	0.8	26
92	First-Grade Student Retention Within a 3-Tier Reading Framework. <i>Reading and Writing Quarterly</i> , 2010 , 26, 26-50	1.2	7
91	A Comparison of Multiple-Strategy Methods: Effects on Fourth-Grade Students' General and Content-Specific Reading Comprehension and Vocabulary Development. <i>Journal of Research on Educational Effectiveness</i> , 2010 , 3, 121-156	1.4	25
90	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	5.3	35
89	Reading interventions for struggling readers in the upper elementary grades: a synthesis of 20 years of research. <i>Reading and Writing</i> , 2010 , 23, 889-912	2.1	133
88	The relative effects of group size on reading progress of older students with reading difficulties. <i>Reading and Writing</i> , 2010 , 23, 931-956	2.1	60

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