

# Bryan G Cook

## 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.

84  
papers

2,523  
citations

26  
h-index

48  
g-index

98  
ext. papers

2,818  
ext. citations

1.5  
avg, IF

5.7  
L-index

#	Paper	IF	Citations
84	Open Accessibility in Education Research: Enhancing the Credibility, Equity, Impact, and Efficiency of Research.. <i>Educational Psychologist</i> , <b>2021</b> , 56, 110-121	6.8	16
83	Registered Reports in Special Education: Introduction to the Special Series. <i>Remedial and Special Education</i> , <b>2021</b> , 42, 131-139	2.1	4
82	Open Science and Special Education Research. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2021</b> , 61-74		1
81	Merging Practice-based Evidence and Evidence-based Practices to Close the Research-to-Practice Gap. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2021</b> , 47-60		2
80	Treatment Fidelity: What It Is and Why It Matters. <i>Learning Disabilities Research and Practice</i> , <b>2021</b> , 36, 5-11	0.8	12
79	Where Do Teachers Go for Behavior Management Strategies?. <i>Education and Treatment of Children</i> , <b>2021</b> , 44, 201-213	0.8	2
78	Evidence-Based Reviews: How Evidence-Based Practices are Systematically Identified. <i>Learning Disabilities Research and Practice</i> , <b>2020</b> , 35, 6-13	0.8	10
77	Utilizing Meta-Analyses to Guide Practice: A Primer. <i>Learning Disabilities Research and Practice</i> , <b>2020</b> , 35, 111-117	0.8	1
76	Introduction to the Special Series on Results-Blind Peer Review: An Experimental Analysis on Editorial Recommendations and Manuscript Evaluations. <i>Behavioral Disorders</i> , <b>2020</b> , 45, 195-206	1.7	2
75	Preregistration in Single-Case Design Research. <i>Exceptional Children</i> , <b>2019</b> , 86, 95-112	2.7	28
74	Proceed With Caution: Using Web-Based Resources for Instructing Students With and at Risk for EBD. <i>Beyond Behavior</i> , <b>2019</b> , 28, 13-20	0.5	4
73	Making Sense of Single-Case Design Effect Sizes. <i>Learning Disabilities Research and Practice</i> , <b>2019</b> , 34, 124-132	0.8	12
72	The Research-to-Practice Gap in Special Education <b>2019</b> , 110-125		6
71	Open Science in the Field of Emotional and Behavioral Disorders. <i>Education and Treatment of Children</i> , <b>2019</b> , 42, 579-600	0.8	2
70	Introduction to Special Issue: Null Effects and Publication Bias in Learning Disabilities Research. <i>Learning Disabilities Research and Practice</i> , <b>2018</b> , 33, 5-10	0.8	7
69	Group-Difference Effect Sizes: Gauging the Practical Importance of Findings from Group-Experimental Research. <i>Learning Disabilities Research and Practice</i> , <b>2018</b> , 33, 56-63	0.8	10
68	Using Single-Case Research Designs to Examine the Effects of Interventions in Special Education. <i>Learning Disabilities Research and Practice</i> , <b>2018</b> , 33, 182-191	0.8	19

67	Promoting Open Science to Increase the Trustworthiness of Evidence in Special Education. <i>Exceptional Children</i> , <b>2018</b> , 85, 104-118	2.7	47
66	Leadership and Instruction <b>2018</b> , 353-370		
65	A Preliminary Investigation of the Empirical Validity of Study Quality Appraisal. <i>Journal of Learning Disabilities</i> , <b>2017</b> , 50, 14-22	2.7	2
64	Classifying the Evidence Base of Classwide Peer Tutoring for Students with High-Incidence Disabilities. <i>Exceptionality</i> , <b>2017</b> , 25, 9-25	0.8	9
63	Do Research Findings Apply to My Students? Examining Study Samples and Sampling. <i>Learning Disabilities Research and Practice</i> , <b>2017</b> , 32, 78-84	0.8	9
62	Null Hypothesis Significance Testing and p Values. <i>Learning Disabilities Research and Practice</i> , <b>2017</b> , 32, 208	0.8	7
61	Meta-analysis of behavioral self-management techniques used by students with disabilities in inclusive settings. <i>Behavioral Interventions</i> , <b>2017</b> , 32, 399-417	0.9	10
60	Publication Bias in Special Education Meta-Analyses. <i>Exceptional Children</i> , <b>2017</b> , 83, 428-445	2.7	54
59	Null Effects and Publication Bias in Special Education Research. <i>Behavioral Disorders</i> , <b>2017</b> , 42, 149-158	1.7	36
58	Recommendations for Replication Research in Special Education: A Framework of Systematic, Conceptual Replications. <i>Remedial and Special Education</i> , <b>2016</b> , 37, 244-253	2.1	72
57	Movement as Behavioral Moderator: What Does the Research Say?. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2016</b> , 111-134		1
56	Reforms in Academic Publishing: Should Behavioral Disorders and Special Education Journals Embrace Them?. <i>Behavioral Disorders</i> , <b>2016</b> , 41, 161-172	1.7	7
55	Terminology and Evidence-Based Practice for Students with Emotional and Behavioral Disorders: Exploring Some Devilish Details. <i>Beyond Behavior</i> , <b>2016</b> , 25, 4-13	0.5	25
54	A Replication by Any Other Name: A Systematic Review of Replicative Intervention Studies. <i>Remedial and Special Education</i> , <b>2016</b> , 37, 223-234	2.1	33
53	Instructional Practices with and without Empirical Validity: An Introduction. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2016</b> , 1-16		
52	The review identifies evidence based practices for children, youth, and young adults with autism spectrum disorders, but research consumers should examine original studies. <i>Evidence-Based Communication Assessment and Intervention</i> , <b>2016</b> , 10, 115-121	0.3	
51	Research Designs and Special Education Research: Different Designs Address Different Questions. <i>Learning Disabilities Research and Practice</i> , <b>2016</b> , 31, 190-198	0.8	15
50	Replication Research and Special Education. <i>Remedial and Special Education</i> , <b>2016</b> , 37, 195-204	2.1	69

49	Two Approaches for Improving Reading Fluency: Research Supports Repeated Reading But Not Colored Filters. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2016</b> , 17-38		
48	Using the 6S Pyramid to Identify Research-Based Instructional Practices for Students with Learning Disabilities. <i>Learning Disabilities Research and Practice</i> , <b>2015</b> , 30, 91-101	0.8	5
47	Obesity, Physical Activity, and Sedentary Behavior of Youth With Learning Disabilities and ADHD. <i>Journal of Learning Disabilities</i> , <b>2015</b> , 48, 563-76	2.7	49
46	CECBE Standards for Classifying the Evidence Base of Practices in Special Education. <i>Remedial and Special Education</i> , <b>2015</b> , 36, 220-234	2.1	166
45	The Transition of Youth and Young Adults with Learning Disabilities and with Emotional and Behavioral Disorders: An Introduction to the Volume. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2015</b> , 1-5		
44	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> , <b>2014</b> , 29, 90-92	0.8	10
43	A Call for Examining Replication and Bias in Special Education Research. <i>Remedial and Special Education</i> , <b>2014</b> , 35, 233-246	2.1	67
42	Special Education Past, Present, and Future: Foundational Concepts and Introduction to the Volume. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2014</b> , 1-10		
41	Evidence-Based Practices for Learners With Severe Intellectual Disability. <i>Research and Practice for Persons With Severe Disabilities</i> , <b>2014</b> , 39, 305-318	1.1	21
40	A Special Educator's Guide to Successfully Implementing Evidence-Based Practices. <i>Teaching Exceptional Children</i> , <b>2014</b> , 47, 85-93	1	11
39	Pasteur's Quadrant as the Bridge Linking Rigor with Relevance. <i>Exceptional Children</i> , <b>2013</b> , 79, 147-161	2.7	26
38	Evidence-Based Practices and Implementation Science in Special Education. <i>Exceptional Children</i> , <b>2013</b> , 79, 135-144	2.7	346
37	Moving Research into Practice: Can We Make Dissemination Stick?. <i>Exceptional Children</i> , <b>2013</b> , 79, 163-180		53
36	Unraveling Evidence-Based Practices in Special Education. <i>Journal of Special Education</i> , <b>2013</b> , 47, 71-82	1.4	138
35	Chapter 1 Evidence-Based Practices in Learning and Behavioral Disabilities: The Search for Effective Instruction. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2013</b> , 1-19		7
34	Chapter 10 Constructing Effective Instructional Toolkits: A Selective Review of Evidence-Based Practices for Students with Learning Disabilities. <i>Advances in Learning and Behavioral Disabilities</i> , <b>2013</b> , 221-249		
33	Evidence-Based Practices and Implementation Science in Special Education. <i>Exceptional Children</i> , <b>2013</b> , 79, 135-144	2.7	50
32	Pasteur's Quadrant as the Bridge Linking Rigor with Relevance. <i>Exceptional Children</i> , <b>2013</b> , 79, 147-161	2.7	5

31	An analysis of the different patterns of 1:1 interactions between educational professionals and their students with varying abilities in inclusive classrooms. <i>International Journal of Inclusive Education</i> , <b>2012</b> , 16, 1335-1354	1.5	7
30	Evidence-based practices in education. <b>2012</b> , 495-527		32
29	A Special Educator's Guide to Successfully Implementing Evidence-Based Practices. <i>Teaching Exceptional Children</i> , <b>2012</b> , 45, 64-73	1	42
28	Using Teacher Narratives in the Dissemination of Research-Based Practices. <i>Intervention in School and Clinic</i> , <b>2010</b> , 46, 67-70	0.6	13
27	Determining Evidence-Based Practices in Special Education. <i>Exceptional Children</i> , <b>2009</b> , 75, 365-383	2.7	116
26	Nonexperimental Quantitative Research and Its Role in Guiding Instruction. <i>Intervention in School and Clinic</i> , <b>2008</b> , 44, 98-104	0.6	12
25	Evidence-Based Special Education and Professional Wisdom: Putting It All Together. <i>Intervention in School and Clinic</i> , <b>2008</b> , 44, 105-111	0.6	53
24	Introduction to the Special Issue: Evidence-Based Practices in Special Education. <i>Intervention in School and Clinic</i> , <b>2008</b> , 44, 67-68	0.6	1
23	A Preliminary Examination to Identify the Presence of Quality Indicators in Single-subject Research. <i>Education and Treatment of Children</i> , <b>2008</b> , 31, 523-548	0.8	13
22	Teacher Perceptions of the Useability of Intervention Information from Personal versus Data-based Sources. <i>Education and Treatment of Children</i> , <b>2007</b> , 30, 27-42	0.8	22
21	Inclusive Teachers' Attitudinal Ratings of Their Students With Disabilities. <i>Journal of Special Education</i> , <b>2007</b> , 40, 230-238	1.4	58
20	Bringing science into the classroom by basing craft on research. <i>Journal of Learning Disabilities</i> , <b>2004</b> , 37, 240-7	2.7	11
19	Inclusive Teachers' Attitudes toward Their Students with Disabilities: A Replication and Extension. <i>Elementary School Journal</i> , <b>2004</b> , 104, 307-320	1.1	18
18	What Is Special About Special Education?: Introduction to the Special Series. <i>Journal of Special Education</i> , <b>2003</b> , 37, 139-139	1.4	10
17	What Is Special About Special Education?: Overview and Analysis. <i>Journal of Special Education</i> , <b>2003</b> , 37, 200-205	1.4	60
16	Teacher Perceptions of the Trustworthiness, Usability, and Accessibility of Information From Different Sources. <i>Remedial and Special Education</i> , <b>2002</b> , 23, 42-48	2.1	65
15	Special Educators' Views of Community-based Job Training and Inclusion as Indicators of Job Competencies for Students with Mild and Moderate Disabilities. <i>Career Development and Transition for Exceptional Individuals</i> , <b>2002</b> , 25, 7-24		7
14	A Comparison of Teachers' Attitudes Toward Their Included Students with Mild and Severe Disabilities. <i>Journal of Special Education</i> , <b>2001</b> , 34, 203-213	1.4	102

13	Teachers Attitudes toward Their Included Students with Disabilities. <i>Exceptional Children</i> , <b>2000</b> , 67, 115-135	89
12	Inclusion and transition: Partners in progress or policy paradox?. <i>Work</i> , <b>2000</b> , 14, 13-21	1.6 2
11	Peer Acceptance of Included Students with Disabilities as a Function of Severity of Disability and Classroom Composition. <i>Journal of Special Education</i> , <b>1999</b> , 33, 50-61	1.4 57
10	Attitudes of Principals and Special Education Teachers Toward the Inclusion of Students with Mild Disabilities: Critical Differences of Opinion. <i>Remedial and Special Education</i> , <b>1999</b> , 20, 199-207	2.1 45
9	Employment expectations as a differential indicator of attitudes toward people with insulin-dependent diabetes mellitus. <i>Journal of Vocational Rehabilitation</i> , <b>1998</b> , 10, 271-280	0.8 1
8	Are Effective Schools Reforms Effective for All Students? The Implications of Joint Outcome Production for School Reform. <i>Exceptionality</i> , <b>1997</b> , 7, 77-95	0.8 16
7	A Roadmap for Transparent Research in Special Education and Related Disciplines	7
6	Both Questionable and Open Research Practices are Prevalent in Education Research	7
5	Causality and Emotional or Behavioral Disorders: An Introduction97-108	2
4	Open Science and Single-Case Design Research. <i>Remedial and Special Education</i> ,074193252199645	2.1 4
3	Both Questionable and Open Research Practices Are Prevalent in Education Research. <i>Educational Researcher</i> ,0013189X2110013	4.8 16
2	Open Access in Special Education: A Review of Journal and Publisher Policies. <i>Remedial and Special Education</i> ,074193252199646	2.1 6
1	A How-To Guide for Open-Science Practices in Special Education Research. <i>Remedial and Special Education</i> ,074193252110191	2.1 6