

Matthew K Burns

List of Publications by Year in descending order

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Version: 2024-02-01

141
papers

3,868
citations

117453

34
h-index

174990

52
g-index

143
all docs

143
docs citations

143
times ranked

1500
citing authors

#	ARTICLE	IF	CITATIONS
1	Alignment of K-8 mathematics interventions with strands of mathematical proficiency in meta-analytic research. <i>Psychology in the Schools</i> , 2022, 59, 1192-1208.	1.1	0
2	Effects of ECHO MTSS Teleconsultation Model on Self-Efficacy of Data-Based Individualization of Academic Interventions. <i>Journal of Educational and Psychological Consultation</i> , 2022, 32, 395-415.	1.0	3
3	Effect of acquisition rates on off-task behavior of kindergarten students while learning sight words. <i>Psychology in the Schools</i> , 2021, 58, 5-17.	1.1	1
4	Practicing Keywords to Increase Reading Performance of Students With Intellectual Disability. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2021, 126, 230-248.	0.8	2
5	Helping Teachers Use Progress Monitoring Data for Intervention Decisions. , 2020, , 102-119.		0
6	Recommendations in School Psychological Evaluation Reports for Academic Deficits: Frequency, Types, and Consistency with Student Data. <i>Contemporary School Psychology</i> , 2020, 24, 478-487.	0.9	4
7	Comparison of Reading Growth Among Students With Severe Reading Deficits Who Received Intervention to Typically Achieving Students and Students Receiving Special Education. <i>Journal of Learning Disabilities</i> , 2020, 53, 444-453.	1.5	6
8	From Professional Development to Implementation: A District's Experience Implementing Mathematics Tiered Systems of Support. <i>Learning Disabilities Research and Practice</i> , 2019, 34, 207-214.	0.9	15
9	Effects of Consultation on Professional Learning Communities. <i>Journal of Educational and Psychological Consultation</i> , 2019, 29, 206-236.	1.0	3
10	Surveillance of Internalizing Behaviors: A Reliability and Validity Generalization Study of Universal Screening Evidence. <i>School Mental Health</i> , 2019, 11, 194-209.	1.1	21
11	Enhancing maintenance and generalization of sight words taught with incremental rehearsal: Applying the depth of processing and generalization frameworks.. <i>School Psychology</i> , 2019, 34, 307-317.	1.7	4
12	Influence of teacher burnout and self-efficacy on teacher-related variance in social-emotional and behavioral screening scores.. <i>School Psychology</i> , 2019, 34, 503-511.	1.7	31
13	Comparing the effects of incremental rehearsal and traditional drill on retention of mathematics facts and predicting the effects with memory.. <i>School Psychology</i> , 2019, 34, 521-530.	1.7	12
14	Differences in specific learning disability identification with the Woodcock-Johnson IV.. <i>School Psychology</i> , 2019, 34, 603-611.	1.7	1
15	Factors of Professional Learning Community Implementation and Effect on Student Achievement. <i>Journal of Educational and Psychological Consultation</i> , 2018, 28, 394-412.	1.0	14
16	Reliability and Relationship to Retention of Assessing an Acquisition Rate for Sight Words With Kindergarten Students. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 798-807.	0.9	3
17	Comparison of progress monitoring data from general outcome measures and specific subskill mastery measures for reading. <i>Journal of School Psychology</i> , 2018, 67, 179-189.	1.5	9
18	The Relationship Between Acquisition Rate for Words and Working Memory, Short-Term Memory, and Reading Skills: Aptitude-by-Treatment or Skill-by-Treatment Interaction?. <i>Assessment for Effective Intervention</i> , 2018, 43, 182-192.	0.6	16

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19	Meta-analysis of targeted small-group reading interventions. <i>Journal of School Psychology</i> , 2018, 66, 54-66.	1.5	47
20	Examining the Relations Between Instructional-Level Data and Intervention Response in Early Writing. <i>Assessment for Effective Intervention</i> , 2018, 43, 157-168.	0.6	0
21	School Psychologists'™ Confidence in Learning Disability Identification Decisions. <i>Learning Disability Quarterly</i> , 2018, 41, 243-256.	0.9	8
22	Improving Decision Making in School Psychology: Making a Difference in the Lives of Students, Not Just a Prediction About Their Lives. <i>School Psychology Review</i> , 2018, 47, 385-395.	1.8	18
23	Is More Screening Better? The Relationship Between Frequent Screening, Accurate Decisions, and Reading Proficiency. <i>School Psychology Review</i> , 2018, 47, 62-82.	1.8	13
24	Relationship between language proficiency and growth during reading interventions. <i>Journal of Educational Research</i> , 2017, 110, 581-588.	0.8	7
25	EMPIRICAL SYNTHESIS OF THE EFFECT OF STANDARD ERROR OF MEASUREMENT ON DECISIONS MADE WITHIN BRIEF EXPERIMENTAL ANALYSES OF READING FLUENCY. <i>Psychology in the Schools</i> , 2017, 54, 640-654.	1.1	6
26	A Proposed Algebra Assessment for Use in a Problem-Analysis Framework. <i>Assessment for Effective Intervention</i> , 2017, 42, 150-159.	0.6	0
27	Predicting Intervention Effectiveness From Reading Accuracy and Rate Measures Through the Instructional Hierarchy: Evidence for a Skill-by-Treatment Interaction. <i>School Psychology Review</i> , 2017, 46, 190-200.	1.8	15
28	Learning disability identification consistency: The impact of methodology and student evaluation data.. <i>School Psychology Quarterly</i> , 2017, 32, 254-267.	2.4	20
29	Meta-analysis of the effects of academic interventions and modifications on student behavior outcomes.. <i>School Psychology Quarterly</i> , 2017, 32, 291-305.	2.4	13
30	Preliminary study of the effect of Incremental Rehearsal with a morphological component for teaching Chinese character recognition. <i>School Psychology International</i> , 2016, 37, 627-643.	1.1	0
31	The Relative Value of Growth in Math Fact Skills Across Late Elementary and Middle School. <i>Assessment for Effective Intervention</i> , 2016, 41, 184-192.	0.6	15
32	Parent-administered computer-assisted tutoring targeting letter-sound knowledge: Evaluation via multiple-baseline across three preschool students. <i>Journal of School Psychology</i> , 2016, 59, 39-53.	1.5	7
33	Meta-analysis of academic interventions derived from neuropsychological data.. <i>School Psychology Quarterly</i> , 2016, 31, 28-42.	2.4	52
34	Effect of Modifying Intervention Set Size With Acquisition Rate Data While Practicing Single-Digit Multiplication Facts. <i>Assessment for Effective Intervention</i> , 2016, 41, 131-140.	0.6	18
35	EXAMINING THE USE OF SPACING EFFECT TO INCREASE THE EFFICIENCY OF INCREMENTAL REHEARSAL. <i>Psychology in the Schools</i> , 2016, 53, 404-415.	1.1	10
36	Comparison of opportunities to respond and generation effect as potential causal mechanisms for incremental rehearsal with multiplication combinations. <i>Journal of School Psychology</i> , 2016, 55, 71-78.	1.5	9

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37	Problem Analysis at Tier 2: Using Data to Find the Category of the Problem. , 2016, , 293-307.		9
38	Toward a Unified Response-to-Intervention Model: Multi-Tiered Systems of Support. , 2016, , 719-732.		25
39	Using Oral Reading Fluency to Evaluate Response to Intervention and to Identify Students not Making Sufficient Progress. , 2016, , 123-140.		44
40	Number of repetitions required to retain single-digit multiplication math facts for elementary students.. School Psychology Quarterly, 2015, 30, 398-405.	2.4	24
41	Ecological Systems Theory in School Psychology Review. School Psychology Review, 2015, 44, 249-261.	1.8	19
42	Environmental Context of Learning: Introduction to the Special Topic. School Psychology Review, 2015, 44, 147-149.	1.8	0
43	Accuracy of student performance while reading leveled books rated at their instructional level by a reading inventory. Journal of School Psychology, 2015, 53, 437-445.	1.5	9
44	Effect of Modifying Intervention Set Size with Acquisition Rate Data Among Students Identified with a Learning Disability. Journal of Behavioral Education, 2015, 24, 33-50.	0.9	15
45	COMPARISON OF PREDICTIVE VALIDITY AND DIAGNOSTIC ACCURACY OF SCREENING MEASURES OF READING SKILLS. Psychology in the Schools, 2015, 52, 500-514.	1.1	17
46	Using a Conceptual Understanding and Procedural Fluency Heuristic to Target Math Interventions with Students in Early Elementary. Learning Disabilities Research and Practice, 2015, 30, 52-60.	0.9	11
47	A Brief Report of the Diagnostic Accuracy of Oral Reading Fluency and Reading Inventory Levels for Reading Failure Risk Among Second- and Third-Grade Students. Reading and Writing Quarterly, 2015, 31, 56-67.	0.6	16
48	Children's Rights and School Psychology: A Multiple-Journal Series. School Psychology Review, 2014, 43, 347-348.	1.8	0
49	The Legal Quality of Articles Published in School Psychology Journals: An Initial Report Card. School Psychology Review, 2014, 43, 318-339.	1.8	7
50	Introduction to the Special Issue on Theoretical Frameworks in School Psychological Intervention Research: Interdisciplinary Perspectives and Future Directions. School Psychology Review, 2014, 43, 115-118.	1.8	5
51	Comparison of the Effects of Computer-Based Practice and Conceptual Understanding Interventions on Mathematics Fact Retention and Generalization. Journal of Educational Research, 2014, 107, 83-89.	0.8	20
52	Using the Instructional Level as a Criterion to Target Reading Interventions. Reading and Writing Quarterly, 2014, 30, 79-94.	0.6	28
53	Effects of an iPad-Supported Phonics Intervention on Decoding Performance and Time On-Task. Journal of Behavioral Education, 2014, 23, 449-469.	0.9	27
54	Updated Meta-Analysis of Learner Control Within Educational Technology. Review of Educational Research, 2014, 84, 392-410.	4.3	52

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55	Children's Rights and School Psychology: A Multiple-Journal Series. <i>School Psychology Review</i> , 2014, 43, 347-348.	1.8	2
56	Comparison of a math fact rehearsal and a mnemonic strategy approach for improving math fact fluency. <i>Journal of School Psychology</i> , 2013, 51, 659-667.	1.5	29
57	Training for Generalization and Maintenance in RtI Implementation: Front-loading for Sustainability. <i>Learning Disabilities Research and Practice</i> , 2013, 28, 81-88.	0.9	11
58	Contextualizing School Psychology Practice: Introducing Featured Research Commentaries. <i>School Psychology Review</i> , 2013, 42, 334-342.	1.8	17
59	The Common Core State Standards and Evidence-Based Educational Practices: The Case of Writing. <i>School Psychology Review</i> , 2013, 42, 343-357.	1.8	40
60	Examining an executive function rating scale as a predictor of achievement in children at risk for behavior problems.. <i>School Psychology Quarterly</i> , 2012, 27, 236-246.	2.4	18
61	Effect of a Computer-Delivered Math Fact Intervention as a Supplemental Intervention for Math in Third and Fourth Grades. <i>Remedial and Special Education</i> , 2012, 33, 184-191.	1.7	56
62	Trends in methodological rigor in intervention research published in school psychology journals. <i>Psychology in the Schools</i> , 2012, 49, 843-851.	1.1	13
63	An Application of Brief Experimental Analysis with Early Writing. <i>Journal of Behavioral Education</i> , 2012, 21, 329-349.	0.9	17
64	Meta-Analysis of Single-Case Design Research: Introduction to the Special Issue. <i>Journal of Behavioral Education</i> , 2012, 21, 175-184.	0.9	35
65	Meta-Analysis of Incremental Rehearsal Using Phi Coefficients to Compare Single-Case and Group Designs. <i>Journal of Behavioral Education</i> , 2012, 21, 185-202.	0.9	75
66	The Role of Assessment in a Prevention Science Framework. <i>School Psychology Review</i> , 2012, 41, 306-314.	1.8	55
67	Relationship between pre-intervention data and post-intervention reading fluency and growth: A meta-analysis of assessment data for individual students. <i>Psychology in the Schools</i> , 2012, 49, 385-398.	1.1	15
68	Extending Curriculum-based Assessment to Early Writing. <i>Learning Disabilities Research and Practice</i> , 2012, 27, 33-43.	0.9	8
69	School Psychology Research: Combining Ecological Theory and Prevention Science. <i>School Psychology Review</i> , 2011, 40, 132-139.	1.8	93
70	Determining an Instructional Level for Early Writing Skills. <i>School Psychology Review</i> , 2011, 40, 158-167.	1.8	17
71	Comparison of the Effectiveness and Efficiency of Text Previewing and Preteaching Keywords as Small-Group Reading Comprehension Strategies with Middle-School Students. <i>Literacy Research and Instruction</i> , 2011, 50, 241-252.	0.6	20
72	Meta-Analysis of Mathematic Basic-Fact Fluency Interventions: A Component Analysis. <i>Learning Disabilities Research and Practice</i> , 2011, 26, 36-47.	0.9	72

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73	A Comparison of Two Flashcard Drill Methods Targeting Word Recognition. Journal of Behavioral Education, 2011, 20, 117-137.	0.9	26
74	Using a Stimulus Equivalence Paradigm to Teach Numerals, English Words, and Native American Words to Preschool-Age Children. Journal of Behavioral Education, 2011, 20, 283-296.	0.9	15
75	Minimum reading fluency necessary for comprehension among second-grade students. Psychology in the Schools, 2011, 48, 124-132.	1.1	8
76	Computer-assisted tutoring: Teaching letter sounds to kindergarten students using incremental rehearsal. Psychology in the Schools, 2011, 48, 332-342.	1.1	39
77	Matching Math Interventions to Students' Skill Deficits. Assessment for Effective Intervention, 2011, 36, 210-218.	0.6	15
78	Adding a vocabulary component to incremental rehearsal to enhance retention and generalization.. School Psychology Quarterly, 2011, 26, 245-255.	2.4	13
79	Introduction to the special issue: Instructional efficiency and the impact on learning and data-based decision making. Psychology in the Schools, 2010, 47, 111-113.	1.1	2
80	Instructionally Valid Assessment within Response to Intervention. Teaching Exceptional Children, 2010, 42, 54-61.	0.8	12
81	Comparison of efficiency measures for academic interventions based on acquisition and maintenance. Psychology in the Schools, 2010, 47, 126-134.	1.1	22
82	The effects of technology-enhanced formative evaluation on student performance on state accountability math tests. Psychology in the Schools, 2010, 47, 582-591.	1.1	25
83	Comparison of correlates of classroom behavior problems in schools with and without a school-wide character education program. Psychology in the Schools, 2010, 47, 817-827.	1.1	17
84	Meta-Analysis of Acquisition and Fluency Math Interventions With Instructional and Frustration Level Skills: Evidence for a Skill-by-Treatment Interaction. School Psychology Review, 2010, 39, 69-83.	1.8	140
85	Reliability of Decision-Making Frameworks for Response to Intervention for Reading. Journal of Psychoeducational Assessment, 2010, 28, 102-114.	0.9	69
86	Comparison of the Relationship Between Words Retained and Intelligence for Three Instructional Strategies Among Students with Below-Average IQ. School Psychology Review, 2009, 38, 284-292.	1.8	25
87	Interspersal Technique and Behavioral Momentum for Reading Word Lists. School Psychology Review, 2009, 38, 428-434.	1.8	8
88	Relationship Between Language Skills and Acquisition Rate of Sight Words Among English Language Learners. Literacy Research and Instruction, 2009, 48, 221-232.	0.6	14
89	Reported Prevalence of Evidence-Based Instructional Practices in Special Education. Journal of Special Education, 2009, 43, 3-11.	1.2	207
90	Blueprints on the Future of Training and Practice in School Psychology: What Do They Say About Educational and Psychological Consultation?. Journal of Educational and Psychological Consultation, 2009, 19, 177-196.	1.0	19

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91	Brief Experimental Analysis of Written Letter Formation: Single-Case Demonstration. <i>Journal of Behavioral Education</i> , 2009, 18, 20-34.	0.9	21
92	Brief Experimental Analyses of Academic Performance: Introduction to the Special Series. <i>Journal of Behavioral Education</i> , 2009, 18, 1-4.	0.9	5
93	Performance Indicators in Math: Implications for Brief Experimental Analysis of Academic Performance. <i>Journal of Behavioral Education</i> , 2009, 18, 71-91.	0.9	23
94	Methods for measuring student response to stimulant medication: A meta-analytic review. <i>Psychology in the Schools</i> , 2009, 46, 388-396.	1.1	5
95	The Effect of Preteaching Reading Skills on the On-Task Behavior of Children Identified with Behavioral Disorders. <i>Behavioral Disorders</i> , 2009, 34, 91-99.	0.8	25
96	Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. <i>Journal of School Psychology</i> , 2008, 46, 263-279.	1.5	51
97	Using performance feedback to enhance implementation fidelity of the problem-solving team process. <i>Journal of School Psychology</i> , 2008, 46, 537-550.	1.5	58
98	Analogue evaluation of the effects of opportunities to respond and ratios of known items within drill rehearsal of Esperanto words. <i>Journal of School Psychology</i> , 2008, 46, 593-609.	1.5	75
99	What Does Oral Language Have to Do With It? Helping Young English Language Learners Acquire a Sight Word Vocabulary. <i>Reading Teacher</i> , 2008, 62, 14-19.	0.4	26
100	Longitudinal Effect of a Volunteer Tutoring Program on Reading Skills of Students Identified as At-Risk for Reading Failure: A Two-Year Follow-Up Study. <i>Literacy Research and Instruction</i> , 2008, 47, 27-37.	0.6	11
101	Systematic Direct Observation of Time on Task as a Measure of Student Engagement. <i>Assessment for Effective Intervention</i> , 2008, 33, 120-126.	0.6	20
102	Examination of the Utility of Various Measures of Mathematics Proficiency. <i>Assessment for Effective Intervention</i> , 2008, 33, 215-224.	0.6	24
103	Determining an Effective Intervention Within a Brief Experimental Analysis for Reading: A Meta-Analytic Review. <i>School Psychology Review</i> , 2008, 37, 126-136.	1.8	50
104	Meta-Analysis of Disability Simulation Research. <i>Remedial and Special Education</i> , 2007, 28, 72-79.	1.7	87
105	Comparison of opportunities to respond within a drill model when rehearsing sight words with a child with mental retardation.. <i>School Psychology Quarterly</i> , 2007, 22, 250-263.	2.4	38
106	Reading at the instructional level with children identified as learning disabled: Potential implications for response-to-intervention.. <i>School Psychology Quarterly</i> , 2007, 22, 297-313.	2.4	49
107	Reading at the Frustration, Instructional, and Independent Levels: The Effects on Students' Reading Comprehension and Time on Task. <i>School Psychology Review</i> , 2007, 36, 159-166.	1.8	99
108	Response to Intervention at School: The Science and Practice of Assessment and Intervention. , 2007, , 3-9.		29

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109	Toward a Unified Response-to-Intervention Model. , 2007, , 428-440.		17
110	Comparison of ecological validity of learning disabilities diagnostic models. Psychology in the Schools, 2006, 43, 157-168.	1.1	14
111	Relationship of reading fluency assessment data with state accountability test scores: A longitudinal comparison of grade levels. Psychology in the Schools, 2006, 43, 527-535.	1.1	56
112	Examining the effects of grade retention on student reading performance: A longitudinal study. Journal of School Psychology, 2006, 44, 255-270.	1.5	45
113	Practical Applications of Response-to-Intervention Research. Assessment for Effective Intervention, 2006, 32, 50-57.	0.6	10
114	Using Response to Intervention to Assess Learning Disabilities. Assessment for Effective Intervention, 2006, 32, 3-5.	0.6	28
115	Evaluating the Readiness of Pre-Referral Intervention Teams for Use in a Problem Solving Model.. School Psychology Quarterly, 2005, 20, 89-105.	2.4	46
116	Comparison of dual discrepancy criteria to assess response to intervention. Journal of School Psychology, 2005, 43, 393-406.	1.5	88
117	Criterion-Related Validity of Measuring Sight-Word Acquisition with Curriculum-Based Assessment. Journal of Psychoeducational Assessment, 2005, 23, 216-224.	0.9	9
118	Meta-Analytic Review of Responsiveness-To- Intervention Research: Examining Field-Based and Research-Implemented Models. Journal of Psychoeducational Assessment, 2005, 23, 381-394.	0.9	152
119	Using Curriculum-Based Assessment and Curriculum-Based Measurement to Guide Elementary Mathematics Instruction: Effect on Individual and Group Accountability Scores. Assessment for Effective Intervention, 2005, 30, 15-31.	0.6	61
120	Effect of Acquisition Rates on Off-Task Behavior with Children Identified as Having Learning Disabilities. Learning Disability Quarterly, 2005, 28, 273-281.	0.9	17
121	Comparison of Existing Responsiveness-To-Intervention Models to Identify and Answer Implementation Questions. The California School Psychologist: CASP, 2005, 10, 9-20.	0.2	44
122	Practicing School Psychologists' Perceived Role in Prevention of School Violence. Psychological Reports, 2004, 94, 243-250.	0.9	1
123	Using Curriculum-Based Assessment in Consultation: A Review of Three Levels of Research. Journal of Educational and Psychological Consultation, 2004, 15, 63-78.	1.0	16
124	Empirical Analysis of Drill Ratio Research. Remedial and Special Education, 2004, 25, 167-173.	1.7	87
125	Age as a Predictor of Acquisition Rates as Measured by Curriculum-Based Assessment: Evidence of Consistency with Cognitive Research. Assessment for Effective Intervention, 2004, 29, 31-38.	0.6	15
126	Using Curriculum-Based Assessment in the Responsiveness to Intervention Diagnostic Model for Learning Disabilities. Assessment for Effective Intervention, 2004, 29, 47-56.	0.6	20

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127	Preteaching unknown key words with incremental rehearsal to improve reading fluency and comprehension with children identified as reading disabled. <i>Journal of School Psychology</i> , 2004, 42, 303-314.	1.5	69
128	Reexamining data from the national reading panel's meta-analysis: Implications for school psychology. <i>Psychology in the Schools</i> , 2003, 40, 605-612.	1.1	6
129	The effectiveness of the hosts program in improving the reading achievement of children at risk for reading failure. <i>Reading Research and Instruction</i> , 2003, 43, 87-103.	0.3	23
130	Minimum Reading Fluency Rate Necessary for Comprehension: A Potential Criterion for Curriculum-Based Assessments. <i>Assessment for Effective Intervention</i> , 2002, 28, 1-7.	0.6	16
131	Comprehensive System of Assessment to Intervention Using Curriculum-Based Assessments. <i>Intervention in School and Clinic</i> , 2002, 38, 8-13.	0.8	36
132	Inclusion of Intrinsic Processing Difficulties in LD Diagnostic Models: A Critical Review. <i>Learning Disability Quarterly</i> , 2002, 25, 170-176.	0.9	11
133	Self-report objective measures of personality for children: A review of psychometric properties for RQC. <i>Psychology in the Schools</i> , 2002, 39, 221-234.	1.1	4
134	A Meta-analysis of Prereferral Intervention Teams: Student and Systemic Outcomes. <i>Journal of School Psychology</i> , 2002, 40, 437-447.	1.5	72
135	Comparison of Retention Rates Using Traditional, Drill Sandwich, and Incremental Rehearsal Flash Card Methods. <i>School Psychology Review</i> , 2002, 31, 584-595.	1.8	63
136	Assessment of violence potential among school children: Beyond profiling. <i>Psychology in the Schools</i> , 2001, 38, 239-247.	1.1	19
137	Measuring Sight-Word Acquisition and Retention Rates with Curriculum-Based Assessment. <i>Journal of Psychoeducational Assessment</i> , 2001, 19, 148-157.	0.9	24
138	Interscorer, Alternate-Form, Internal Consistency, and Test-Retest Reliability of Gickling's Model of Curriculum-Based Assessment for Reading. <i>Journal of Psychoeducational Assessment</i> , 2000, 18, 353-360.	0.9	18
139	Effectiveness of Special Education Personnel in the Intervention Assistance Team Model. <i>Journal of Educational Research</i> , 1999, 92, 354-356.	0.8	7
140	Implementing Response-to-Intervention in Elementary and Secondary Schools. , 0, , .		4
141	Autism spectrum disorder identification in schools: Impact of criteria, assessments, and student data for identification decisions. <i>Psychology in the Schools</i> , 0, , .	1.1	0