

Emily C Bouck

List of Publications by Year in descending order

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58
papers

1,067
citations

471509

17
h-index

477307

29
g-index

60
all docs

60
docs citations

60
times ranked

354
citing authors

#	ARTICLE	IF	CITATIONS
1	Examining Teacher and Teacher Educator Perspectives of Teacher Leadership in Extensive Support Needs. <i>Teacher Education and Special Education</i> , 2022, 45, 160-179.	2.6	7
2	Using the VA Framework to Teach Algebra to Middle School Students With High-Incidence Disabilities. <i>Journal of Special Education Technology</i> , 2022, 37, 384-398.	2.2	2
3	Virtual Manipulatives as Assistive Technology. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2022, , 119-148.	0.2	0
4	Assistive Technology for Students With Disabilities: An Updated Snapshot. <i>Journal of Special Education Technology</i> , 2021, 36, 249-257.	2.2	15
5	Using a Virtual Number Line and Corrective Feedback to Teach Addition of Integers to Middle School Students with Developmental Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2021, 33, 99-116.	1.6	8
6	Using the Virtual“Representational”Abstract With Overlearning Instructional Sequence to Students With Disabilities in Mathematics. <i>Journal of Special Education</i> , 2021, 54, 228-238.	1.7	18
7	Using the virtual-representational instructional sequence to support the acquisition and maintenance of mathematics for students with intellectual disability. <i>International Journal of Developmental Disabilities</i> , 2021, 67, 217-228.	2.0	3
8	Comparing the effectiveness of reading modifications on comprehension accuracy and reading comprehension rate. <i>Preventing School Failure</i> , 2021, 65, 194-205.	0.7	1
9	Explicit Instruction in Mathematics: Considerations for Virtual Learning. <i>Journal of Special Education Technology</i> , 2021, 36, 67-76.	2.2	6
10	Preparing Special Education Preservice Teachers to Teach Computational Thinking and Computer Science in Mathematics. <i>Teacher Education and Special Education</i> , 2021, 44, 221-238.	2.6	8
11	Online Delivery of a Manipulative-Based Intervention Package for Finding Equivalent Fractions. <i>Journal of Behavioral Education</i> , 2021, , 1-21.	1.3	5
12	Virtual Versus Concrete: A Comparison of Mathematics Manipulatives for Three Elementary Students With Autism. <i>Focus on Autism and Other Developmental Disabilities</i> , 2021, 36, 71-82.	1.3	6
13	Learning Fraction Concepts Through the Virtual-Abstract Instructional Sequence. <i>Journal of Behavioral Education</i> , 2020, 29, 519-542.	1.3	11
14	App-Based Manipulatives and Explicit Instruction to Support Division with Remainders. <i>Exceptionality</i> , 2020, 28, 45-59.	1.5	12
15	A Meta-Analysis of Single-Case Research Using Mathematics Manipulatives With Students At Risk or Identified With a Disability. <i>Journal of Special Education</i> , 2020, 54, 3-15.	1.7	46
16	Using a Virtual Manipulative Intervention Package to Support Maintenance in Teaching Subtraction with Regrouping to Students with Developmental Disabilities. <i>Journal of Autism and Developmental Disorders</i> , 2020, 50, 63-75.	2.7	17
17	Virtual Manipulatives: A Tool to Support Access and Achievement With Middle School Students With Disabilities. <i>Journal of Special Education Technology</i> , 2020, 35, 51-59.	2.2	16
18	Maintenance in Mathematics for Individuals with Intellectual Disability: A Systematic Review of Literature. <i>Research in Developmental Disabilities</i> , 2020, 105, 103751.	2.2	8

#	ARTICLE	IF	CITATIONS
19	Virtual Manipulative-Based Intervention Package to Teach Multiplication and Division to Secondary Students With Developmental Disabilities. Focus on Autism and Other Developmental Disabilities, 2020, 35, 195-207.	1.3	11
20	Providing Access and Opportunity for Computational Thinking and Computer Science to Support Mathematics for Students With Disabilities. Journal of Special Education Technology, 2020, , 016264342097856.	2.2	9
21	Teaching students with intellectual and developmental disabilities to calculate cost after discounts via schematic diagrams. Research in Developmental Disabilities, 2020, 102, 103656.	2.2	1
22	Virtual manipulatives as assistive technology to support students with disabilities with mathematics. Preventing School Failure, 2020, 64, 281-289.	0.7	11
23	The Virtual-Representational-Abstract Framework to Support Students With Disabilities in Mathematics. Intervention in School and Clinic, 2019, 54, 173-180.	1.0	14
24	Response to intervention in high school mathematics: One school's implementation. Preventing School Failure, 2019, 63, 32-42.	0.7	3
25	Using the Virtual-Abstract Instructional Sequence to Support Acquisition of Algebra. Journal of Special Education Technology, 2019, 34, 253-268.	2.2	22
26	Exploration of a middle school Tier 2 math lab on student performance. Preventing School Failure, 2019, 63, 89-95.	0.7	0
27	Implementing a Rtl tier 2 mathematics lab in a middle school. Preventing School Failure, 2019, 63, 269-276.	0.7	1
28	Acquiring the Skill of Identifying Fractions through the Virtual-Abstract Framework. Journal of Developmental and Physical Disabilities, 2019, 31, 435-452.	1.6	8
29	Comparing the effectiveness of two app-based number lines to teach price comparison to students with autism spectrum disorders. Disability and Rehabilitation: Assistive Technology, 2019, 14, 281-291.	2.2	5
30	Adding It Up. Journal of Special Education Technology, 2018, 33, 194-206.	2.2	23
31	Using the Virtual-Representational-Abstract Approach to Support Students With Intellectual Disability in Mathematics. Focus on Autism and Other Developmental Disabilities, 2018, 33, 237-248.	1.3	24
32	Increasing physical activity for adults with autism spectrum disorder: Comparing in-person and technology delivered praise. Research in Developmental Disabilities, 2018, 73, 115-125.	2.2	19
33	Manipulative Apps to Support Students With Disabilities in Mathematics. Intervention in School and Clinic, 2018, 53, 177-182.	1.0	36
34	The Concrete-Representational-Abstract Approach for Students With Learning Disabilities: An Evidence-Based Practice Synthesis. Remedial and Special Education, 2018, 39, 211-228.	2.3	71
35	A Systematic Review of the Literature on Mathematics Manipulatives to Support Students with Disabilities. Education and Treatment of Children, 2018, 41, 65-106.	0.9	43
36	Using the concrete-representational-abstract approach to support students with intellectual disability to solve change-making problems. Research in Developmental Disabilities, 2017, 60, 24-36.	2.2	20

#	ARTICLE	IF	CITATIONS
37	Tier 2 response to intervention in secondary mathematics education. Preventing School Failure, 2017, 61, 239-247.	0.7	9
38	Using the virtual-abstract instructional sequence to teach addition of fractions. Research in Developmental Disabilities, 2017, 70, 163-174.	2.2	28
39	Teaching Equivalent Fractions to Secondary Students With Disabilities via the Virtual“Representational”Abstract Instructional Sequence. Journal of Special Education Technology, 2017, 32, 220-231.	2.2	40
40	Supporting grocery shopping for students with intellectual disability:a preliminary study. Disability and Rehabilitation: Assistive Technology, 2017, 12, 605-613.	2.2	12
41	Comparing the Effectiveness of Virtual and Concrete Manipulatives to Teach Algebra to Secondary Students With Learning Disabilities. Learning Disability Quarterly, 2016, 39, 240-253.	1.3	62
42	A National Snapshot of Assistive Technology for Students With Disabilities. Journal of Special Education Technology, 2016, 31, 4-13.	2.2	27
43	Exploring assistive technology and post-school outcomes for students with severe disabilities. Disability and Rehabilitation: Assistive Technology, 2016, 11, 645-652.	2.2	13
44	Using Virtual Manipulative Instruction to Teach the Concepts of Area and Perimeter to Secondary Students With Learning Disabilities. Learning Disability Quarterly, 2015, 38, 174-186.	1.3	65
45	The Calculator Effect. Journal of Special Education Technology, 2015, 30, 77-88.	2.2	9
46	Free Computer-Based Assistive Technology to Support Students With High-Incidence Disabilities in the Writing Process. Preventing School Failure, 2015, 59, 90-97.	0.7	14
47	Does Curriculum Matter for Secondary Students with Autism Spectrum Disorders: Analyzing the NLTS2. Journal of Autism and Developmental Disorders, 2015, 45, 1204-1212.	2.7	14
48	Virtual and Concrete Manipulatives: A Comparison of Approaches for Solving Mathematics Problems for Students with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2014, 44, 180-193.	2.7	83
49	Using Audio Recorders to Promote Independence in Grocery Shopping for Students with Intellectual Disability. Journal of Special Education Technology, 2013, 28, 15-26.	2.2	8
50	Fix It With TAPE: Repurposing Technology to Be Assistive Technology for Students With High-Incidence Disabilities. Preventing School Failure, 2012, 56, 121-128.	0.7	37
51	Assistive Technology and Students With High-incidence Disabilities. Remedial and Special Education, 2012, 33, 298-308.	2.3	27
52	Middle-School Mathematics Curricula and Students with Learning Disabilities: Is One Curriculum Better?. Learning Disability Quarterly, 2009, 32, 228-244.	1.3	1
53	Assistive Technology and Mathematics: What is There and Where Can We Go in Special Education. Journal of Special Education Technology, 2009, 24, 17-30.	2.2	36
54	Manipulative-Based Instructional Sequences in Mathematics for Students With Disabilities. Teaching Exceptional Children, 0, , 004005992199459.	1.0	2

#	ARTICLE	IF	CITATIONS
55	Teaching struggling students mathematics online via explicit instruction. Preventing School Failure, 0, , 1-10.	0.7	1
56	Using the Four Stages of Learning to Assess, Set Goals, and Instruct. Teaching Exceptional Children, 0, , 004005992110548.	1.0	4
57	Does making tens add up: exploring game play to support math fluency. Preventing School Failure, 0, , 1-11.	0.7	1
58	Teaching Math Online to Secondary Students With Learning Disabilities: Moving Beyond the Pandemic. Teaching Exceptional Children, 0, , 004005992210921.	1.0	2