

Stacy K Dymond

List of Publications by Year in descending order

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34
papers

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1163117

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#	ARTICLE	IF	CITATIONS
1	Reflections From an Outgoing Editor. <i>Research and Practice for Persons With Severe Disabilities</i> , 2022, 47, 3-5.	1.4	1
2	Participation of Students With Intellectual Disability in Community-Based Work Experiences: A Scoping Review. <i>Research and Practice for Persons With Severe Disabilities</i> , 2022, 47, 90-110.	1.4	2
3	Teacher Perceptions of Barriers to Providing Work-Based Learning Experiences. <i>Career Development and Transition for Exceptional Individuals</i> , 2021, 44, 229-240.	3.1	13
4	The Participation of Secondary Students With Severe Disabilities in School Clubs. <i>Intellectual and Developmental Disabilities</i> , 2021, 59, 335-351.	1.1	1
5	Characteristics of Secondary Age Students With Intellectual Disability Who Participate in School-Sponsored Extracurricular Activities. <i>Journal of Special Education</i> , 2020, 54, 51-62.	1.7	8
6	Incorporating Service-Learning in Special Education Coursework: Experiences of University Faculty. <i>Teacher Education and Special Education</i> , 2020, 43, 343-357.	2.6	1
7	What Skills are Critical for Living in Supported Apartments and Small Group Homes?. <i>Journal of Developmental and Physical Disabilities</i> , 2020, 32, 665-681.	1.6	2
8	Why Aren't Students With Severe Disabilities Being Placed in General Education Classrooms: Introduction to the Special Issue. <i>Research and Practice for Persons With Severe Disabilities</i> , 2020, 45, 3-3.	1.4	0
9	Examining Whether Student Participation in School-Sponsored Extracurricular Activities Is Represented in IEPs. <i>Intellectual and Developmental Disabilities</i> , 2020, 58, 472-485.	1.1	2
10	Factors Influencing Teachers' Decisions About Their Use of Community-Based Instruction. <i>Intellectual and Developmental Disabilities</i> , 2020, 58, 432-446.	1.1	2
11	Involvement of Students With Severe Disabilities in Specialized Health Care Procedures. <i>Exceptional Children</i> , 2019, 86, 58-76.	2.2	3
12	Service-Learning and Students With Severe Disabilities: Examining Participation and Curricular Goals. <i>Intellectual and Developmental Disabilities</i> , 2019, 57, 42-55.	1.1	7
13	Curriculum and Context: Trends in Interventions With Transition-Age Students With Severe Disabilities. <i>Journal of Special Education</i> , 2018, 52, 152-162.	1.7	7
14	How Vocational Rehabilitation Transition Specialists Influence Curricula for Students With Severe Disabilities. <i>Rehabilitation Counseling Bulletin</i> , 2017, 60, 88-97.	1.4	6
15	Teachers' Beliefs About the Participation of Students With Severe Disabilities in School Clubs. <i>Research and Practice for Persons With Severe Disabilities</i> , 2016, 41, 52-68.	1.4	8
16	Restrictive Citizenship. <i>Journal of Experiential Education</i> , 2015, 38, 56-72.	1.1	8
17	Extracurricular School Clubs. <i>Teaching Exceptional Children</i> , 2015, 47, 281-288.	1.0	8
18	The High School Curriculum: Perceptions of Special Education and Secondary Education Preservice Teachers. <i>Action in Teacher Education</i> , 2015, 37, 284-298.	0.7	1

#	ARTICLE	IF	CITATIONS
19	A Validation of Elements, Methods, and Barriers to Inclusive High School Service-Learning Programs. Remedial and Special Education, 2013, 34, 293-304.	2.3	5
20	When Service Learning meets the Project Approach: Incorporating Service Learning in an early childhood program. Journal of Early Childhood Research, 2012, 10, 232-245.	1.6	7
21	The Use of Service-Learning Among Special Education Faculty. Teacher Education and Special Education, 2012, 35, 185-201.	2.6	8
22	A National Study of Community Living: Impact of Type of Residence and Hours of In-Home Support. Research and Practice for Persons With Severe Disabilities, 2012, 37, 116-129.	1.4	4
23	Trends in the Use of Service Learning With Students With Disabilities. Remedial and Special Education, 2011, 32, 219-229.	2.3	15
24	The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms. Intellectual and Developmental Disabilities, 2011, 49, 206-208.	1.1	0
25	Special Education Teachers' Perceptions of Benefits, Barriers, and Components of Community-Based Vocational Instruction. Intellectual and Developmental Disabilities, 2010, 48, 313-329.	1.1	24
26	Typing With Purpose: Linking the Word Processing Curriculum to Real World Applications Through Service Learning. The Clearing House, 2010, 83, 33-38.	1.2	4
27	An Evaluation of Videoconferencing as a Supportive Technology for Practicum Supervision. Teacher Education and Special Education, 2008, 31, 243-256.	2.6	24
28	Services for Children With Autism Spectrum Disorders. Journal of Disability Policy Studies, 2007, 18, 133-147.	1.5	54
29	Elements of Effective High School Service Learning Programs That Include Students With and Without Disabilities. Remedial and Special Education, 2007, 28, 227-243.	2.3	16
30	What We Know and Need to Know about Accessing the General Curriculum for Students with Significant Cognitive Disabilities. Research and Practice for Persons With Severe Disabilities, 2006, 31, 277-283.	1.4	44
31	Using Digital Videos to Enhance Teacher Preparation. Teacher Education and Special Education, 2006, 29, 98-112.	2.6	22
32	Educating Individuals With Severe Disabilities. Exceptionality, 2001, 9, 107-108.	1.5	1
33	What Constitutes Effective Curricula for Students With Severe Disabilities?. Exceptionality, 2001, 9, 109-122.	1.5	32
34	Challenging Behaviors in the Workplace. Journal of Vocational Rehabilitation, 1994, 4, 272-284.	0.9	6