

# Douglas H Fuchs

## List of Publications by Year in descending order

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314  
papers

20,494  
citations

8181

76  
h-index

14759

127  
g-index

328  
all docs

328  
docs citations

328  
times ranked

5327  
citing authors

#	ARTICLE	IF	CITATIONS
1	Oral Reading Fluency as an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis. <i>Scientific Studies of Reading</i> , 2001, 5, 239-256.	2.0	1,038
2	Introduction to response to intervention: What, why, and how valid is it?. <i>Reading Research Quarterly</i> , 2006, 41, 93-99.	3.3	741
3	Responsiveness-to-Intervention: Definitions, Evidence, and Implications for the Learning Disabilities Construct. <i>Learning Disabilities Research and Practice</i> , 2003, 18, 157-171.	1.1	578
4	Effects of Systematic Formative Evaluation: A Meta-Analysis. <i>Exceptional Children</i> , 1986, 53, 199-208.	2.2	499
5	Peer-Assisted Learning Strategies: Making Classrooms More Responsive to Diversity. <i>American Educational Research Journal</i> , 1997, 34, 174-206.	2.7	460
6	The cognitive correlates of third-grade skill in arithmetic, algorithmic computation, and arithmetic word problems.. <i>Journal of Educational Psychology</i> , 2006, 98, 29-43.	2.9	444
7	Inclusive Schools Movement and the Radicalization of Special Education Reform. <i>Exceptional Children</i> , 1994, 60, 294-309.	2.2	418
8	The Prevention, Identification, and Cognitive Determinants of Math Difficulty.. <i>Journal of Educational Psychology</i> , 2005, 97, 493-513.	2.9	413
9	The Validity of Informal Reading Comprehension Measures. <i>Remedial and Special Education</i> , 1988, 9, 20-28.	2.3	347
10	Using Curriculum-Based Measurement to Improve Student Achievement: Review of Research. <i>Psychology in the Schools</i> , 2005, 42, 795-819.	1.8	346
11	Characteristics of Children Who Are Unresponsive to Early Literacy Intervention. <i>Remedial and Special Education</i> , 2002, 23, 300-316.	2.3	296
12	Formative Evaluation of Academic Progress: How Much Growth Can We Expect?. <i>School Psychology Review</i> , 1993, 22, 27-48.	3.0	295
13	Is There a Bidirectional Relationship between Children's Reading Skills and Reading Motivation?. <i>Exceptional Children</i> , 2007, 73, 165-183.	2.2	283
14	Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures.. <i>Journal of Educational Psychology</i> , 2006, 98, 394-409.	2.9	238
15	Smart RTI: A Next-Generation Approach to Multilevel Prevention. <i>Exceptional Children</i> , 2012, 78, 263-279.	2.2	230
16	The "Blurring" of Special Education in a New Continuum of General Education Placements and Services. <i>Exceptional Children</i> , 2010, 76, 301-323.	2.2	206
17	Do different types of school mathematics development depend on different constellations of numerical versus general cognitive abilities?. <i>Developmental Psychology</i> , 2010, 46, 1731-1746.	1.6	204
18	Problem solving and computational skill: Are they shared or distinct aspects of mathematical cognition?. <i>Journal of Educational Psychology</i> , 2008, 100, 30-47.	2.9	203

#	ARTICLE	IF	CITATIONS
19	Who Are the Young Children for Whom Best Practices in Reading Are Ineffective?. Journal of Learning Disabilities, 2006, 39, 414-431.	2.2	196
20	What We Need to Know About Responsiveness To Intervention (and Shouldn't Be Afraid to Ask). Learning Disabilities Research and Practice, 2007, 22, 129-136.	1.1	187
21	Responding to Nonresponders: An Experimental Field Trial of Identification and Intervention Methods. Exceptional Children, 2005, 71, 445-463.	2.2	184
22	Enhancing third-grade student' mathematical problem solving with self-regulated learning strategies.. Journal of Educational Psychology, 2003, 95, 306-315.	2.9	181
23	Identifying Reading Disabilities by Responsiveness-to-Instruction: Specifying Measures and Criteria. Learning Disability Quarterly, 2004, 27, 216-227.	1.3	173
24	Monitoring Early Reading Development in First Grade: Word Identification Fluency versus Nonsense Word Fluency. Exceptional Children, 2004, 71, 7-21.	2.2	160
25	Identifying a Measure for Monitoring Student Reading Progress. School Psychology Review, 1992, 21, 45-58.	3.0	156
26	Selecting at-risk first-grade readers for early intervention: Eliminating false positives and exploring the promise of a two-stage gated screening process.. Journal of Educational Psychology, 2010, 102, 327-340.	2.9	155
27	Remediating number combination and word problem deficits among students with mathematics difficulties: A randomized control trial.. Journal of Educational Psychology, 2009, 101, 561-576.	2.9	151
28	Enhancing Students' Helping Behavior during Peer-Mediated Instruction with Conceptual Mathematical Explanations. Elementary School Journal, 1997, 97, 223-249.	1.4	149
29	A Model for Implementing Responsiveness to Intervention. Teaching Exceptional Children, 2007, 39, 14-20.	1.0	145
30	A Meta-Analysis of Working Memory Deficits in Children With Learning Difficulties. Journal of Learning Disabilities, 2016, 49, 3-20.	2.2	143
31	Explicitly teaching for transfer: Effects on third-grade students' mathematical problem solving.. Journal of Educational Psychology, 2003, 95, 293-305.	2.9	142
32	Supplementing Teacher Judgments of Mathematics Test Accommodations with Objective Data Sources. School Psychology Review, 2000, 29, 65-85.	3.0	136
33	The Contributions of Numerosity and Domain-€General Abilities to School Readiness. Child Development, 2010, 81, 1520-1533.	3.0	135
34	Mathematical Problem-Solving Profiles of Students with Mathematics Disabilities With and Without Comorbid Reading Disabilities. Journal of Learning Disabilities, 2002, 35, 564-574.	2.2	134
35	Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice. Learning Disability Quarterly, 2008, 31, 79-92.	1.3	132
36	Is reading important in reading-readiness programs? A randomized field trial with teachers as program implementers.. Journal of Educational Psychology, 2001, 93, 251-267.	2.9	130

#	ARTICLE	IF	CITATIONS
37	Effects of Explicit Teaching and Peer Tutoring on the Reading Achievement of Learning-Disabled and Low-Performing Students in Regular Classrooms. <i>Elementary School Journal</i> , 1995, 95, 387-408.	1.4	129
38	Treatment Validity as a Unifying Construct for Identifying Learning Disabilities. <i>Learning Disability Quarterly</i> , 2002, 25, 33-45.	1.3	128
39	Effects of first-grade number knowledge tutoring with contrasting forms of practice.. <i>Journal of Educational Psychology</i> , 2013, 105, 58-77.	2.9	124
40	The Cognitive and Academic Profiles of Reading and Mathematics Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2012, 45, 79-95.	2.2	123
41	Peer-Assisted Learning Strategies. <i>Journal of Special Education</i> , 2005, 39, 34-44.	1.7	122
42	Does Early Reading Failure Decrease Children's Reading Motivation?. <i>Journal of Learning Disabilities</i> , 2008, 41, 387-404.	2.2	121
43	Effects of Preventative Tutoring on the Mathematical Problem Solving of Third-Grade Students with Math and Reading Difficulties. <i>Exceptional Children</i> , 2008, 74, 155-173.	2.2	120
44	The Effects of Computer-Assisted Instruction on Number Combination Skill in At-Risk First Graders. <i>Journal of Learning Disabilities</i> , 2006, 39, 467-475.	2.2	118
45	Peer-Assisted Learning Strategies for English Language Learners with Learning Disabilities. <i>Exceptional Children</i> , 2005, 71, 231-247.	2.2	112
46	Peer-Assisted Learning Strategies: An Evidence-Based Practice to Promote Reading Achievement. <i>Learning Disabilities Research and Practice</i> , 2000, 15, 85-91.	1.1	111
47	Effects of Expert System Consultation within Curriculum-Based Measurement, Using a Reading Maze Task. <i>Exceptional Children</i> , 1992, 58, 436-450.	2.2	108
48	Peer-Assisted Learning Strategies for First-Grade Readers: Responding to the Needs of Diverse Learners. <i>Reading Research Quarterly</i> , 1998, 33, 62-94.	3.3	108
49	Peer-Assisted Learning Strategies in Reading. <i>Remedial and Special Education</i> , 2001, 22, 15-21.	2.3	108
50	Responsiveness to Mathematical Problem-Solving Instruction. <i>Journal of Learning Disabilities</i> , 2004, 37, 293-306.	2.2	106
51	What Is Intensive Instruction and Why Is It Important?. <i>Teaching Exceptional Children</i> , 2014, 46, 13-18.	1.0	105
52	Effects of small-group tutoring with and without validated classroom instruction on at-risk students' math problem solving: Are two tiers of prevention better than one?. <i>Journal of Educational Psychology</i> , 2008, 100, 491-509.	2.9	104
53	The effects of strategic counting instruction, with and without deliberate practice, on number combination skill among students with mathematics difficulties. <i>Learning and Individual Differences</i> , 2010, 20, 89-100.	2.7	101
54	Exploring Effective and Efficient Prereferral Interventions: A Component Analysis of Behavioral Consultation. <i>School Psychology Review</i> , 1989, 18, 260-283.	3.0	101

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55	The Predictive Validity of Dynamic Assessment. <i>Journal of Special Education</i> , 2008, 41, 254-270.	1.7	100
56	Effects of Peer-Assisted Learning Strategies on High School Students with Serious Reading Problems. <i>Remedial and Special Education</i> , 1999, 20, 309-318.	2.3	99
57	Mathematics Screening and Progress Monitoring at First Grade: Implications for Responsiveness to Intervention. <i>Exceptional Children</i> , 2007, 73, 311-330.	2.2	99
58	Effects of Instrumental Use of Curriculum-Based Measurement to Enhance Instructional Programs. <i>Remedial and Special Education</i> , 1989, 10, 43-52.	2.3	97
59	Rethinking Response to Intervention at Middle and High School. <i>School Psychology Review</i> , 2010, 39, 22-28.	3.0	97
60	Critique of the National Evaluation of Response to Intervention: A Case for Simpler Frameworks. <i>Exceptional Children</i> , 2017, 83, 255-268.	2.2	97
61	Phonological awareness of children with Down syndrome: Its role in learning to read and the effectiveness of related interventions. <i>Research in Developmental Disabilities</i> , 2010, 31, 316-330.	2.2	95
62	High-Achieving Students's Interactions and Performance on Complex Mathematical Tasks as a Function of Homogeneous and Heterogeneous Pairings. <i>American Educational Research Journal</i> , 1998, 35, 227-267.	2.7	92
63	Evidence-Based Practices in a Changing World. <i>Educational Researcher</i> , 2014, 43, 242-252.	5.4	92
64	Enhancing Kindergartners' Mathematical Development: Effects of Peer-Assisted Learning Strategies. <i>Elementary School Journal</i> , 2001, 101, 495-510.	1.4	91
65	Is Word-Problem Solving a Form of Text Comprehension?. <i>Scientific Studies of Reading</i> , 2015, 19, 204-223.	2.0	91
66	Helping Teachers Formulate Sound Test Accommodation Decisions for Students with Learning Disabilities. <i>Learning Disabilities Research and Practice</i> , 2001, 16, 174-181.	1.1	90
67	The Nature of Student Interactions During Peer Tutoring With and Without Prior Training and Experience. <i>American Educational Research Journal</i> , 1994, 31, 75-103.	2.7	89
68	Using Objective Data Sources to Enhance Teacher Judgments about Test Accommodations. <i>Exceptional Children</i> , 2000, 67, 67-81.	2.2	89
69	Making "secondary intervention" work in a three-tier responsiveness-to-intervention model: findings from the first-grade longitudinal reading study of the National Research Center on Learning Disabilities. <i>Reading and Writing</i> , 2008, 21, 413-436.	1.7	88
70	Classwide Curriculum-Based Measurement: Helping General Educators Meet the Challenge of Student Diversity. <i>Exceptional Children</i> , 1994, 60, 518-537.	2.2	87
71	Responsiveness-To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents. <i>Teaching Exceptional Children</i> , 2005, 38, 57-61.	1.0	87
72	Prereferral Intervention: A Prescriptive Approach. <i>Exceptional Children</i> , 1990, 56, 493-513.	2.2	86

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73	Monitoring Reading Growth Using Student Recalls: Effects of Two Teacher Feedback Systems. Journal of Educational Research, 1989, 83, 103-110.	1.6	84
74	Effects of Alternative Goal Structures within Curriculum-Based Measurement. Exceptional Children, 1989, 55, 429-438.	2.2	84
75	Tracking children who fly below the radar: Latent transition modeling of students with late-emerging reading disability. Learning and Individual Differences, 2008, 18, 329-337.	2.7	84
76	Are Students With Disabilities Accessing the Curriculum? A Meta-Analysis of the Reading Achievement Gap Between Students With and Without Disabilities. Exceptional Children, 2019, 85, 329-346.	2.2	84
77	Enhancing mathematical problem solving among third-grade students with schema-based instruction.. Journal of Educational Psychology, 2004, 96, 635-647.	2.9	83
78	The Role of Skills Analysis in Curriculum-Based Measurement in Math. School Psychology Review, 1990, 19, 6-22.	3.0	83
79	Research on Peer-Assisted Learning Strategies: The Promise and Limitations of Peer-Mediated Instruction. Reading and Writing Quarterly, 2006, 22, 5-25.	1.4	82
80	Instructional Adaptation for Students at Risk. Journal of Educational Research, 1992, 86, 70-84.	1.6	81
81	Enhancing First-Grade Children's Mathematical Development with Peer-Assisted Learning Strategies. School Psychology Review, 2002, 31, 569-583.	3.0	79
82	The Many Faces of Special Education Within RTI Frameworks in the United States and Finland. Learning Disability Quarterly, 2016, 39, 58-66.	1.3	77
83	The Journal Of Special Education. Journal of Special Education, 2000, 34, 110-111.	1.7	76
84	Reaching the Mountaintop: Addressing the Common Core Standards in Mathematics for Students with Mathematics Difficulties. Learning Disabilities Research and Practice, 2013, 28, 38-48.	1.1	75
85	Expanding Schema-Based Transfer Instruction to Help Third Graders Solve Real-Life Mathematical Problems. American Educational Research Journal, 2004, 41, 419-445.	2.7	71
86	The Effects of Schema-Broadening Instruction on Second Graders' Word-Problem Performance and Their Ability to Represent Word Problems with Algebraic Equations: A Randomized Control Study. Elementary School Journal, 2010, 110, 440-463.	1.4	70
87	Acquisition and Transfer Effects of Classwide Peer-Assisted Learning Strategies in Mathematics for Students with Varying Learning Histories. School Psychology Review, 1995, 24, 604-620.	3.0	70
88	Predicting LD on the Basis of Motivation, Metacognition, and Psychopathology. Journal of Learning Disabilities, 2006, 39, 215-229.	2.2	69
89	Principles for the Prevention and Intervention of Mathematics Difficulties. Learning Disabilities Research and Practice, 2001, 16, 85-95.	1.1	68
90	The Potential for Diagnostic Analysis within Curriculum-Based Measurement. Assessment for Effective Intervention, 2003, 28, 13-22.	0.8	68

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91	Effects of Fact Retrieval Tutoring on Third-Grade Students with Math Difficulties with and without Reading Difficulties. <i>Learning Disabilities Research and Practice</i> , 2009, 24, 1-11.	1.1	68
92	Contributions of domain-general cognitive resources and different forms of arithmetic development to pre-algebraic knowledge.. <i>Developmental Psychology</i> , 2012, 48, 1315-1326.	1.6	68
93	Does calculation or word-problem instruction provide a stronger route to prealgebraic knowledge?. <i>Journal of Educational Psychology</i> , 2014, 106, 990-1006.	2.9	68
94	Effects of Cooperative Learning on the Academic Achievement of Students with Learning Disabilities: An Update of Tateyama-Sniezek's Review. <i>Learning Disabilities Research and Practice</i> , 2002, 17, 107-117.	1.1	67
95	Accelerating Chronically Unresponsive Children to Tier 3 Instruction. <i>Journal of Learning Disabilities</i> , 2012, 45, 204-216.	2.2	67
96	Text Comprehension and Oral Language as Predictors of Word-Problem Solving: Insights into Word-Problem Solving as a Form of Text Comprehension. <i>Scientific Studies of Reading</i> , 2018, 22, 152-166.	2.0	67
97	Progress Monitoring as Essential Practice within Response to Intervention. <i>Rural Special Education Quarterly</i> , 2008, 27, 10-17.	0.9	64
98	Inclusion Versus Specialized Intervention for Very-Low-Performing Students. <i>Exceptional Children</i> , 2015, 81, 134-157.	2.2	64
99	Effects of Task-Focused Goals on Low-Achieving Students With and Without Learning Disabilities. <i>American Educational Research Journal</i> , 1997, 34, 513-543.	2.7	62
100	The Contribution of Skills Analysis to Curriculum-Based Measurement in Spelling. <i>Exceptional Children</i> , 1991, 57, 443-452.	2.2	61
101	The Early Prevention of Mathematics Difficulty. <i>Journal of Learning Disabilities</i> , 2012, 45, 257-269.	2.2	61
102	Pathways to Third-Grade Calculation Versus Word-Reading Competence: Are They More Alike or Different?. <i>Child Development</i> , 2016, 87, 558-567.	3.0	61
103	Reliability and Validity of Curriculum-Based Informal Reading Inventories. <i>Reading Research Quarterly</i> , 1982, 18, 6.	3.3	60
104	Scaling Up an Early Reading Program: Relationships Among Teacher Support, Fidelity of Implementation, and Student Performance Across Different Sites and Years. <i>Educational Evaluation and Policy Analysis</i> , 2008, 30, 368-388.	2.5	60
105	A Conservative Approach to Special Education Reform: Mainstreaming Through Transenvironmental Programming and Curriculum-Based Measurement. <i>American Educational Research Journal</i> , 1993, 30, 149-177.	2.7	59
106	Dynamic assessment of algebraic learning in predicting third graders' development of mathematical problem solving.. <i>Journal of Educational Psychology</i> , 2008, 100, 829-850.	2.9	59
107	Extending Responsiveness to Intervention to Mathematics at First and Third Grades. <i>Learning Disabilities Research and Practice</i> , 2007, 22, 13-24.	1.1	58
108	The Construct and Predictive Validity of a Dynamic Assessment of Young Children Learning to Read: Implications for RTI Frameworks. <i>Journal of Learning Disabilities</i> , 2011, 44, 339-347.	2.2	58



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109	Rethinking Service Delivery for Students With Significant Learning Problems. Remedial and Special Education, 2015, 36, 105-111.	2.3	58
110	On the Irrelevance of Intelligence in Predicting Responsiveness to Reading Instruction. Exceptional Children, 2006, 73, 8-30.	2.2	57
111	Bridging the research-to-practice gap with mainstream assistance teams: A cautionary tale.. School Psychology Quarterly, 1996, 11, 244-266.	2.0	56
112	Efficacy of a First-Grade Responsiveness-to-Instruction Intervention Prevention Model for Struggling Readers. Reading Research Quarterly, 2013, 48, 135-154.	3.3	56
113	General Educators' Specialized Adaptation for Students with Learning Disabilities. Exceptional Children, 1995, 61, 440-459.	2.2	54
114	Curriculum-Based Measurement: Describing Competence, Enhancing Outcomes, Evaluating Treatment Effects, and Identifying Treatment Nonresponders. Peabody Journal of Education, 2002, 77, 64-84.	1.3	52
115	Effects of Workgroup Structure and Size on Student Productivity during Collaborative Work on Complex Tasks. Elementary School Journal, 2000, 100, 183-212.	1.4	51
116	First-Grade Cognitive Abilities as Long-Term Predictors of Reading Comprehension and Disability Status. Journal of Learning Disabilities, 2012, 45, 217-231.	2.2	51
117	Curriculum-Based Assessment of Progress Toward Long-Term and Short-Term Goals. Journal of Special Education, 1986, 20, 69-82.	1.7	50
118	Mathematics Performance Assessment in the Classroom: Effects on Teacher Planning and Student Problem Solving. American Educational Research Journal, 1999, 36, 609-646.	2.7	49
119	Effects of Peer-Assisted Learning Strategies in Reading with and without Training in Elaborated Help Giving. Elementary School Journal, 1999, 99, 201-219.	1.4	49
120	Enhancing Mathematical Problem Solving for Students with Disabilities. Journal of Special Education, 2005, 39, 45-57.	1.7	49
121	A Randomized Control Trial of Working Memory Training With and Without Strategy Instruction. Journal of Learning Disabilities, 2017, 50, 62-80.	2.2	49
122	Explicitly Teaching for Transfer: Effects on the Mathematical Problem-Solving Performance of Students with Mathematics Disabilities. Learning Disabilities Research and Practice, 2002, 17, 90-106.	1.1	48
123	Test Procedure Bias: A Meta-Analysis of Examiner Familiarity Effects. Review of Educational Research, 1986, 56, 243-262.	7.5	47
124	Effects of Expert System Advice Within Curriculum-Based Measurement on Teacher Planning and Student Achievement in Spelling. School Psychology Review, 1991, 20, 49-66.	3.0	47
125	Norm-Referenced Tests: Are They Valid for Use with Handicapped Students?. Exceptional Children, 1987, 54, 263-271.	2.2	45
126	General, Special, and Remedial Teachers' Acceptance of Behavioral and Instructional Strategies for Mainstreaming Students with Mild Handicaps. Remedial and Special Education, 1991, 12, 6-17.	2.3	45



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127	Technical Features of a Mathematics Concepts and Applications Curriculum-Based Measurement System. Assessment for Effective Intervention, 1994, 19, 23-49.	0.2	45
128	Dynamic Assessment as Responsiveness to Intervention; a Scripted Protocol to Identify Young At-Risk Readers. Teaching Exceptional Children, 2007, 39, 58-63.	1.0	45
129	Evaluation of the Adaptive Learning Environments Model. Exceptional Children, 1988, 55, 115-127.	2.2	43
130	Effects of a Multitier Support System on Calculation, Word Problem, and Prealgebraic Performance Among At-Risk Learners. Exceptional Children, 2015, 81, 443-470.	2.2	43
131	The role of cognitive processes, foundational math skill, and calculation accuracy and fluency in word-problem solving versus prealgebraic knowledge.. Developmental Psychology, 2016, 52, 2085-2098.	1.6	43
132	A Longitudinal Analysis of the Trajectories and Predictors of Word Reading and Reading Comprehension Development Among At-Risk Readers. Journal of Learning Disabilities, 2019, 52, 195-208.	2.2	42
133	Closing the word-problem achievement gap in first grade: Schema-based word-problem intervention with embedded language comprehension instruction.. Journal of Educational Psychology, 2021, 113, 86-103.	2.9	42
134	General Educators' Instructional Adaptation for Students with Learning Disabilities. Learning Disability Quarterly, 1998, 21, 23-33.	1.3	41
135	A Framework for Building Capacity for Responsiveness to Intervention. School Psychology Review, 2006, 35, 621-626.	3.0	41
136	Do Word-Problem Features Differentially Affect Problem Difficulty as a Function of Students' Mathematics Difficulty With and Without Reading Difficulty?. Journal of Learning Disabilities, 2009, 42, 99-110.	2.2	41
137	Modeling Response to Reading Intervention in Children With Down Syndrome: An Examination of Predictors of Differential Growth. Reading Research Quarterly, 2010, 45, 134-168.	3.3	41
138	Sources of individual differences in emerging competence with numeration understanding versus multidigit calculation skill.. Journal of Educational Psychology, 2014, 106, 482-498.	2.9	39
139	Cognitive Profiles of Mathematical Problem Solving Learning Disability for Different Definitions of Disability. Journal of Learning Disabilities, 2016, 49, 240-256.	2.2	39
140	Importance of Goal Ambitiousness and Goal Mastery to Student Achievement. Exceptional Children, 1985, 52, 63-71.	2.2	38
141	Exploring the Importance of Reading Programs for Kindergartners with Disabilities in Mainstream Classrooms. Exceptional Children, 2002, 68, 295-311.	2.2	38
142	Preliminary Evidence on the Social Standing of Students with Learning Disabilities in PALS and No-PALS Classrooms. Learning Disabilities Research and Practice, 2002, 17, 205-215.	1.1	38
143	Improving Attention and Preventing Reading Difficulties among Low-Income First-Graders: A Randomized Study. Prevention Science, 2011, 12, 70-79.	2.6	38
144	Intervention Effects for Students With Comorbid Forms of Learning Disability. Journal of Learning Disabilities, 2013, 46, 534-548.	2.2	38

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145	Cognitive and linguistic predictors of mathematical word problems with and without irrelevant information. <i>Learning and Individual Differences</i> , 2016, 52, 79-87.	2.7	37
146	Cognitive Correlates of the Covariance in Reading and Arithmetic Fluency: Importance of Serial Retrieval Fluency. <i>Child Development</i> , 2020, 91, 1063-1080.	3.0	37
147	Where Is the Research on Consultation Effectiveness?. <i>Journal of Educational and Psychological Consultation</i> , 1992, 3, 151-174.	1.1	36
148	Are Teachers' Perceptions of Difficult-to-Teach Students Racially Biased?. <i>School Psychology Review</i> , 1991, 20, 599-608.	3.0	36
149	Competing Visions for Educating Students with Disabilities Inclusion versus Full Inclusion. <i>Childhood Education</i> , 1998, 74, 309-316.	0.1	35
150	Remediating Computational Deficits at Third Grade: A Randomized Field Trial. <i>Journal of Research on Educational Effectiveness</i> , 2008, 1, 2-32.	1.6	35
151	A Framework for Remediating Number Combination Deficits. <i>Exceptional Children</i> , 2010, 76, 135-156.	2.2	35
152	Linking Assessment to Instructional Intervention: An Overview. <i>School Psychology Review</i> , 1986, 15, 318-323.	3.0	35
153	Effects of Curriculum-Based Measurement on Teachers' Instructional Planning. <i>Journal of Learning Disabilities</i> , 1989, 22, 51-59.	2.2	34
154	Determining Adequate Yearly Progress from Kindergarten Through Grade 6 with Curriculum-Based Measurement. <i>Assessment for Effective Intervention</i> , 2004, 29, 25-37.	0.8	34
155	Response to Wang and Walberg. <i>Exceptional Children</i> , 1988, 55, 138-146.	2.2	33
156	Toward a Responsible Reintegration of Behaviorally Disordered Students. <i>Behavioral Disorders</i> , 1991, 16, 133-147.	1.2	33
157	The Relation Between Student Ability and the Quality and Effectiveness of Explanations. <i>American Educational Research Journal</i> , 1996, 33, 631-664.	2.7	33
158	Evaluating a Multidimensional Reading Comprehension Program and Reconsidering the Lowly Reputation of Tests of Near-Transfer. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 11-23.	1.1	33
159	Conducting Curriculum-Based Measurement with Computerized Data Collection: Effects on Efficiency and Teacher Satisfaction. <i>Journal of Special Education Technology</i> , 1988, 9, 73-86.	2.2	31
160	Do Students With and Without Lexical Retrieval Weaknesses Respond Differently to Instruction?. <i>Journal of Learning Disabilities</i> , 2001, 34, 264-275.	2.2	31
161	On the Importance of a Unified Model of Responsiveness to Intervention. <i>Child Development Perspectives</i> , 2009, 3, 41-43.	3.9	31
162	Bias in the Assessment of Handicapped Children. <i>American Educational Research Journal</i> , 1985, 22, 185-198.	2.7	30

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163	Effects of Examiner Familiarity on Black, Caucasian, and Hispanic Children: A Meta-Analysis. <i>Exceptional Children</i> , 1989, 55, 303-308.	2.2	29
164	Addressing the role of working memory in mathematical word-problem solving when designing intervention for struggling learners. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 87-96.	2.2	29
165	Examiner Familiarity Effects on Test Performance. <i>Topics in Early Childhood Special Education</i> , 1987, 7, 90-104.	2.2	28
166	Predicting first graders' development of calculation versus word-problem performance: The role of dynamic assessment.. <i>Journal of Educational Psychology</i> , 2012, 104, 224-234.	2.9	28
167	Effects of Summer Break on Math and Spelling Performance as a Function of Grade Level. <i>Elementary School Journal</i> , 1992, 92, 451-460.	1.4	27
168	Behavioral Attention: A Longitudinal Study of Whether and How It Influences the Development of Word Reading and Reading Comprehension Among At-Risk Readers. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 232-249.	1.6	27
169	Computers and Curriculum-Based Measurement: Effects of Teacher Feedback Systems. <i>School Psychology Review</i> , 1989, 18, 112-125.	3.0	27
170	Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice. <i>Learning Disability Quarterly</i> , 2008, 31, 79-92.	1.3	27
171	Segmenting Texts Into Meaningful Word Groups: Beginning Readers's™ Prosody and Comprehension. <i>Scientific Studies of Reading</i> , 2014, 18, 208-223.	2.0	26
172	A longitudinal study on predictors of early calculation development among young children at risk for learning difficulties. <i>Journal of Experimental Child Psychology</i> , 2016, 152, 221-241.	1.4	26
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