Steve Graham

List of Publications by Year
in descending order

171 papers	15,120 citations	15504 65 h-index	20961 115 g-index
172 all docs	172 docs citations	172 times ranked	2983 citing authors

#	ARTICLE	IF	CITATIONS
1	Special and General Education Teachers' Beliefs About Writing and Writing Instruction. Journal of Learning Disabilities, 2023, 56, 163-179.	2.2	7
2	Intermediate-Grade Teachers' Adaptations for Weaker Writers: A National Survey in Urban Schools in Chile. Journal of Learning Disabilities, 2022, 55, 87-98.	2.2	2
3	Handwriting fluency and the quality of primary grade students' writing. Reading and Writing, 2022, 35, 509-538.	1.7	18
4	Relationships between writing motives, writing self-efficacy and time on writing among Chinese students: path models and cluster analyses. Reading and Writing, 2022, 35, 427-455.	1.7	9
5	A walk through the landscape of writing: Insights from a program of writing research. Educational Psychologist, 2022, 57, 55-72.	9.0	12
6	Creating a Classroom Vision for Teaching Writing. Reading Teacher, 2022, 75, 475-484.	0.9	4
7	Learning loss during the COVID-19 pandemic and the impact of emergency remote instruction on first grade students' writing: A natural experiment.. Journal of Educational Psychology, 2022, 114, 1553-1566.	2.9	40
8	Improving Writing Skills of Students in Turkey: a Meta-analysis of Writing Interventions. Educational Psychology Review, 2022, 34, 889-934.	8.4	12
9	Specialized Writing Instruction for Deaf Students: A Randomized Controlled Trial. Exceptional Children, 2022, 88, 185-204.	2.2	12
10	Teaching Chinese characters to students in grades 1 to 3 through emergency remote instruction during the COVID-19 pandemic. Reading and Writing, 2022, 35, 1975-2014.	1.7	4
11	A teacher technology tango shows strong results on 5th graders persuasive writing. Educational Technology Research and Development, 2022, 70, 1415-1439.	2.8	1
12	Formative writing assessment for change â€" introduction to the special issue. Assessment in Education, 2022, 29, 121-126.	1.2	1
13	A College Entrance Essay Exam Intervention for Students With High-Incidence Disabilities and Struggling Writers. Learning Disability Quarterly, 2021, 44, 275-287.	1.3	7
14	Teaching writing in the primary grades in Norway: a national survey. Reading and Writing, 2021, 34, 529-563.	1.7	16
15	Writing motives and writing self-efficacy of Chinese students in Shanghai and Hong Kong: Measurement invariance and multigroup structural equation analyses. International Journal of Educational Research, 2021, 107, 101751.	2.2	8
16	How Chinese Characters Are Taught: An Analysis of Three Popular Textbooks Used in Macao. Technology, Knowledge and Learning, 2021, 26, 355-381.	4.9	4
17	Do content revising goals change the revising behavior and story writing of fourth grade students at-risk for writing difficulties?. Reading and Writing, 2021, 34, 1915.	1.7	4
18	Writing expository essays from social studies texts: a self-regulated strategy development study. Reading and Writing, 2021, 34, 1623-1651.	1.7	8

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19	Does Teacher Self-Efficacy Predict Writing Practices of Teachers of Deaf and Hard of Hearing Students?. Journal of Deaf Studies and Deaf Education, 2021, 26, 438-450.	1.2	4
20	Research and teaching writing. Reading and Writing, 2021, 34, 1613-1621.	1.7	15
21	Executive Control and the Writer(s)-Within-Community Model. , 2021, , 38-76.		9
22	â€œIt takes twoâ€¦ The added value of structured peer-assisted writing in explicit writing instruction. Contemporary Educational Psychology, 2020, 60, 101835.	2.9	21
23	THE ROLE OF HANDWRITING INSTRUCTION IN WRITERSâ€™ EDUCATION. British Journal of Educational Studies, 2020, 68, 311-329.	1.3	8
24	Writing motivational incentives of middle school emergent bilingual students. Reading and Writing, 2020, 33, 2361-2390.	1.7	12
25	The Sciences of Reading and Writing Must Become More Fully Integrated. Reading Research Quarterly, 2020, 55, S35.	3.3	58
26	Do Children Classified With Specific Language Impairment Have a Learning Disability in Writing? A Meta-Analysis. Journal of Learning Disabilities, 2020, 53, 292-310.	2.2	33
27	Promoting transcription in third-grade classrooms: Effects on handwriting and spelling skills, composing, and motivation. Contemporary Educational Psychology, 2020, 61, 101856.	2.9	9
28	The Effects of Writing on Learning in Science, Social Studies, and Mathematics: A Meta-Analysis. Review of Educational Research, 2020, 90, 179-226.	7.5	103
29	Teaching writing in grades 4â€"6 in urban schools in Chile: a national survey. Reading and Writing, 2020, 33, 2661-2696.	1.7	23
30	Shared Knowledge between Reading and Writing among Middle School Adolescent Readers. Elementary School Journal, 2020, 120, 507-527.	1.4	5
31	Development and validation of instruments to measure Portuguese third gradersâ€™ reasons to write and self-efficacy. Reading and Writing, 2020, 33, 2173-2204.	1.7	16
32	Reading and Writing Connections: A Commentary. Literacy Studies, 2020, , 313-317.	0.3	6
33	Teachersâ€™ practices and beliefs about teaching writing: a comprehensive survey of grades 1 to 3 teachers. Reading and Writing, 2020, 33, 2511-2548.	1.7	26
34	The bright and dark side of writing motivation: Effects of explicit instruction and peer assistance. Journal of Educational Research, 2019, 112, 152-167.	1.6	33
35	Effects of SRSD college entrance essay exam instruction for high school students with disabilities or at-risk for writing difficulties. Reading and Writing, 2019, 32, 1507-1529.	1.7	15
36	Reasons to Write in Grade 6 and Their Association With Writing Quality. Frontiers in Psychology, 2019, 10, 2157.	2.1	25

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37	Changing How Writing Is Taught. Review of Research in Education, 2019, 43, 277-303.	1.6	165
38	Argumentative writing: theory, assessment, and instruction. Reading and Writing, 2019, 32, 1345-1357.	1.7	46
39	Writing Skills, Knowledge, Motivation, and Strategic Behavior Predict Students' Persuasive Writing Performance in the Context of Robust Writing Instruction. Elementary School Journal, 2019, 119, 487-510.	1.4	37
40	Teaching Writing to Young African American Male Students Using Evidence-Based Practices. Reading and Writing Quarterly, 2019, 35, 19-29.	1.4	9
41	Etiology of teacher knowledge and instructional skills for literacy at the upper elementary grades. Annals of Dyslexia, 2019, 69, 5-20.	1.7	18
42	Answering the challenge: SRSD instruction for close reading of text to write to persuade with 4th and 5th Grade students experiencing writing difficulties. Reading and Writing, 2019, 32, 1459-1482.	1.7	32
43	Teachers' Voices: Perceptions of Effective Professional Development and Classwide Implementation of Self-Regulated Strategy Development in Writing. American Educational Research Journal, 2019, 56, 753-791.	2.7	29
44	The roles of writing knowledge, motivation, strategic behaviors, and skills in predicting elementary students' persuasive writing from source material. Reading and Writing, 2019, 32, 1431-1457.	1.7	33
45	Writers in Community Model: 15 Recommendations for Future Research in Using Writing to Promote Science Learning. Contemporary Trends and Issues in Science Education, 2019, , 43-60.	0.5	5
46	The impact of supplemental handwriting and spelling instruction with first grade students who do not acquire transcription skills as rapidly as peers: a randomized control trial. Reading and Writing, 2018, 31, 1273-1294.	1.7	23
47	Teaching Writing in Grades 7–9 in Urban Schools in Chinese Societies in Asia. Reading Research Quarterly, 2018, 53, 473-507.	3.3	17
48	Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Meta-Analysis. Reading Research Quarterly, 2018, 53, 279-304.	3.3	88
49	Reading for Writing: A Meta-Analysis of the Impact of Reading Interventions on Writing. Review of Educational Research, 2018, 88, 243-284.	7.5	118
50	Introduction to Conceptualizing Writing. Educational Psychologist, 2018, 53, 217-219.	9.0	7
51	Do writing motivational beliefs predict middle school students' writing performance?. Journal of Research in Reading, 2018, 41, 642-656.	2.0	27
52	Improving literacy engagement: enablers, challenges and catering for students from disadvantaged backgrounds. Journal of Research in Reading, 2018, 41, 615-624.	2.0	10
53	A Revised Writer(s)-Within-Community Model of Writing. Educational Psychologist, 2018, 53, 258-279.	9.0	282
54	Handwriting instruction: a commentary on five studies. Reading and Writing, 2018, 31, 1367-1377.	1.7	6

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55	An Examination of the Design Principles Underlying a Self-Regulated Strategy Development Study. Journal of Writing Research, 2018, 10, 139-187.	1.2	25
56	Attention-deficit/Hyperactivity Disorder (ADHD), Learning Disabilities (LD), and executive functioning: Recommendations for future research. Contemporary Educational Psychology, 2017, 50, 97-101.	2.9	11
57	Use and Acceptability of Writing Adaptations for Students with Disabilities: Survey of Grade 3â€"8 Teachers. Learning Disabilities Research and Practice, 2017, 32, 257-269.	1.1	20
58	The Relationship among Strategic Writing Behavior, Writing Motivation, and Writing Performance with Young, Developing Writers. Elementary School Journal, 2017, 118, 82-104.	1.4	72
59	Writing to learn in science: Effects on Grade 4 students' understanding of balance. Journal of Educational Research, 2017, 110, 366-379.	1.6	14
60	Writing Characteristics of Students With Learning Disabilities and Typically Achieving Peers. Exceptional Children, 2017, 83, 199-218.	2.2	114
61	Reading and Writing Connections: How Writing Can Build Better Readers (and Vice Versa). , 2017, , 333-350.		10
62	Engaging Readers in the Twenty-First Century: What We Know and Need to Know More. , 2017, , 17-46.		15
63	A Path to Better Writing. Reading Teacher, 2016, 69, 359-365.	0.9	40
64	Teachers use of writing to support studentsâ€™ learning in middle school: A national survey in the United States. Reading and Writing, 2016, 29, 1039-1068.	1.7	35
65	Third and fourth grade teacherâ€™s classroom practices in writing: a national survey. Reading and Writing, 2016, 29, 929-954.	1.7	92
66	Writing Characteristics of Students with Attention Deficit Hyperactive Disorder: A Metaâ€Analysis. Learning Disabilities Research and Practice, 2016, 31, 75-89.	1.1	60
67	Common core writing and language standards and aligned state assessments: a national survey of teacher beliefs and attitudes. Reading and Writing, 2016, 29, 1719-1743.	1.7	47
68	Writing education around the globe: introduction and call for a new global analysis. Reading and Writing, 2016, 29, 781-792.	1.7	44
69	Self-Regulated Strategy Development in Writing. Policy Insights From the Behavioral and Brain Sciences, 2016, 3, 77-84.	2.4	49
70	Illuminating growth and struggles using mixed methods: Practice-based professional development and coaching for differentiating SRSD instruction in writing. Reading and Writing, 2016, 29, 1105-1140.	1.7	58
71	Teaching writing in grades 4â€"6 in urban schools in the Greater China Region. Reading and Writing, 2016, 29, 869-902.	1.7	32
72	Assessing the Writing Achievement of Young Struggling Writers. Learning Disability Quarterly, 2016, 39, 72-82.	1.3	57

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73	A Comprehensive Meta-analysis of Handwriting Instruction. Educational Psychology Review, 2016, 28, 225-265.	8.4	124
74	Udio. , 2016, , 294-301.		1
75	Writing Instruction. , 2015, , 767-772.		0
76	The relationship of discourse and topic knowledge to fifth graders' writing performance.. Journal of Educational Psychology, 2015, 107, 391-406.	2.9	54
77	Inaugural editorial for the Journal of Educational Psychology.. Journal of Educational Psychology, 2015, 107, 1-2.	2.9	23
78	Formative Assessment and Writing. Elementary School Journal, 2015, 115, 523-547.	1.4	198
79	Research-Based Writing Practices and the Common Core. Elementary School Journal, 2015, 115, 498-522.	1.4	152
80	Practice-based professional development and Self-Regulated Strategy Development for Tier 2, at-risk writers in second grade. Contemporary Educational Psychology, 2015, 40, 5-16.	2.9	89
81	Professional development in Self-Regulated Strategy Development: Effects on the writing performance of eighth grade Portuguese students. Contemporary Educational Psychology, 2015, 40, 17-27.	2.9	57
82	Conducting High Quality Writing Intervention Research: Twelve Recommendations. Journal of Writing Research, 2014, 6, 89-123.	1.2	45
83	The Use of Multiple Forms of Assessment in the Service of Writing. Literacy Research and Instruction, 2014, 53, 96-100.	1.1	3
84	A Meta-Analysis of Writing Interventions for Students With Learning Disabilities. Exceptional Children, 2014, 80, 454-473.	2.2	138
85	Adolescent writing and writing instruction: introduction to the special issue. Reading and Writing, 2014, 27, 969-972.	1.7	4
86	Teaching writing to middle school students: a national survey. Reading and Writing, 2014, 27, 1015-1042.	1.7	123
87	Does spelling instruction make students better spellers, readers, and writers? A meta-analytic review. Reading and Writing, 2014, 27, 1703-1743.	1.7	206
88	High school teachers use of writing to support students' learning: a national survey. Reading and Writing, 2014, 27, 1043-1072.	1.7	80
89	Turning Broccoli Into Ice Cream Sundaes: Self-Regulated Strategy Development for Persuasive Writing Using Informational Text. , 2014, , 87-111.		2
90	Comparing effects of different writing activities on reading comprehension: A meta-analysis. Reading and Writing, 2013, 26, 111-138.	1.7	56

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91	Fifth-Grade Students' Knowledge about Writing Process and Writing Genres. Elementary School Journal, 2013, 113, 565-588.	1.4	38
92	Practice-Based Professional Development for Self-Regulated Strategies Development in Writing. Journal of Teacher Education, 2012, 63, 103-119.	3.5	105
93	The Effectiveness of Teaching 10th-Grade Students STOP, AIMS, and DARE for Planning and Drafting Persuasive Text. Exceptional Children, 2012, 78, 335-355.	2.2	31
94	Tier 1, Teacher-Implemented Self-Regulated Strategy Development for Students With and Without Behavioral Challenges. Elementary School Journal, 2012, 113, 160-191.	1.4	46
95	A meta-analysis of writing instruction for students in the elementary grades.. Journal of Educational Psychology, 2012, 104, 879-896.	2.9	505
96	Word processing programs and weaker writers/readers: a meta-analysis of research findings. Reading and Writing, 2012, 25, 641-678.	1.7	122
97	The Process Writing Approach: A Meta-analysis. Journal of Educational Research, 2011, 104, 396-407.	1.6	197
98	Throw 'em Out or Make 'em Better? State and District High-Stakes Writing Assessments. Focus on Exceptional Children, 2011, 44, .	0.7	19
99	It Is More Than Just the Message: Presentation Effects in Scoring Writing. Focus on Exceptional Children, 2011, 44, .	0.7	86
100	Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading. Harvard Educational Review, 2011, 81, 710-744.	0.9	334
101	Success and failure with tier-2 SRSD for timed-writing tests among second-through fifth-grade students with writing and behavioral difficulties: Implications for evidence-based practice. Advances in Learning and Behavioral Disabilities, 2011, , 251-293.	0.3	8
102	It Is More Than Just the Message: Presentation Effects in Scoring Writing. Focus on Exceptional Children, 2011, 44, .	0.7	26
103	Teaching Writing to Elementary Students in Grades 4–6: A National Survey. Elementary School Journal, 2010, 110, 494-518.	1.4	258
104	The relationship between the discourse knowledge and the writing performance of elementary-grade students.. Journal of Educational Psychology, 2009, 101, 37-50.	2.9	130
105	Teaching writing to high school students: A national survey.. Journal of Educational Psychology, 2009, 101, 136-160.	2.9	236
106	Making it Work. Teaching Exceptional Children, 2009, 42, 22-33.	1.0	18
107	Self-regulated strategy development in writing: Premises, evolution, and the future. British Journal of Educational Psychology, 2009, , .	2.9	107
108	How do primary grade teachers teach handwriting? A national survey. Reading and Writing, 2008, 21, 49-69.	1.7	130

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109	Teaching Spelling in the Primary Grades: A National Survey of Instructional Practices and Adaptations. American Educational Research Journal, 2008, 45, 796-825.	2.7	73
110	A meta-analysis of single subject design writing intervention research.. Journal of Educational Psychology, 2008, 100, 879-906.	2.9	210
111	Primary grade writing instruction: A national survey.. Journal of Educational Psychology, 2008, 100, 907-919.	2.9	318
112	The Relationship between Writing Knowledge and Writing Performance among More and Less Skilled Writers. Reading and Writing Quarterly, 2007, 23, 231-247.	1.4	60
113	A meta-analysis of writing instruction for adolescent students.. Journal of Educational Psychology, 2007, 99, 445-476.	2.9	902
114	The structural relationship between writing attitude and writing achievement in first and third grade students. Contemporary Educational Psychology, 2007, 32, 516-536.	2.9	173
115	The state of educational intervention research as viewed through the lens of literacy intervention. British Journal of Educational Psychology, 2006, 76, 1-19.	2.9	77
116	Improving the Writing, Knowledge, and Motivation of Struggling Young Writers: Effects of Self-Regulated Strategy Development With and Without Peer Support. American Educational Research Journal, 2006, 43, 295-340.	2.7	340
117	The Effects of Peer-Assisted Sentence-Combining Instruction on the Writing Performance of More and Less Skilled Young Writers.. Journal of Educational Psychology, 2005, 97, 43-54.	2.9	121
118	Improving the Writing Performance of Young Struggling Writers. Journal of Special Education, 2005, 39, 19-33.	1.7	158
119	Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. Contemporary Educational Psychology, 2005, 30, 207-241.	2.9	379
120	Self-Monitoring of Attention Versus Self-Monitoring of Academic Performance. Journal of Special Education, 2005, 39, 145-157.	1.7	163
121	Primary grade teachers' instructional adaptations for struggling writers: A national survey.. Journal of Educational Psychology, 2003, 95, 279-292.	2.9	105
122	Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms.. Journal of Educational Psychology, 2002, 94, 687-698.	2.9	187
123	Contribution of spelling instruction to the spelling, writing, and reading of poor spellers.. Journal of Educational Psychology, 2002, 94, 669-686.	2.9	166
124	Teaching spelling and composition alone and together: Implications for the simple view of writing.. Journal of Educational Psychology, 2002, 94, 291-304.	2.9	229
125	Primary Grade Teachers' Theoretical Orientations Concerning Writing Instruction: Construct Validation and a Nationwide Survey. Contemporary Educational Psychology, 2002, 27, 147-166.	2.9	74
126	Teacher Efficacy in Writing: A Construct Validation With Primary Grade Teachers. Scientific Studies of Reading, 2001, 5, 177-202.	2.0	111

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127	Keys to Successful Learning: Introduction to the Special Issue. Learning Disabilities Research and Practice, 2001, 16, 61-61.	1.1	0
128	Should the natural learning approach replace spelling instruction?. Journal of Educational Psychology, 2000, 92, 235-247.	2.9	69
129	Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers.. Journal of Educational Psychology, 2000, 92, 620-633.	2.9	302
130	Language-Based Spelling Instruction: Teaching Children to Make Multiple Connections between Spoken and Written Words. Learning Disability Quarterly, 2000, 23, 117-135.	1.3	37
131	The Role of Self-Regulation and Transcription Skills in Writing and Writing Development. Educational Psychologist, 2000, 35, 3-12.	9.0	413
132	The Role of Text Production Skills in Writing Development: A Special Issue - I. Learning Disability Quarterly, 1999, 22, 75-77.	1.3	32
133	Effects of goal setting and strategy use on the writing performance and self-efficacy of students with writing and learning problems.. Journal of Educational Psychology, 1999, 91, 230-240.	2.9	106
134	Programmatic Intervention Research: Illustrations from the Evolution of Self-Regulated Strategy Development. Learning Disability Quarterly, 1999, 22, 251.	1.3	160
135	Handwriting and Spelling Instruction for Students with Learning Disabilities: A Review. Learning Disability Quarterly, 1999, 22, 78-98.	1.3	164
136	Development of Handwriting Speed and Legibility in Grades 1–9. Journal of Educational Research, 1998, 92, 42-52.	1.6	204
137	Teaching Spelling to Children with Specific Learning Disabilities: The Mind's Ear and Eye Beat the Computer or Pencil. Learning Disability Quarterly, 1998, 21, 106-122.	1.3	63
138	The contribution of executive control to the revising by students with writing and learning difficulties.. Journal of Educational Psychology, 1998, 90, 448-460.	2.9	66
139	Early intervention for spelling problems: Teaching functional spelling units of varying size with a multiple-connections framework.. Journal of Educational Psychology, 1998, 90, 587-605.	2.9	119
140	Role of mechanics in composing of elementary school students: A new methodological approach.. Journal of Educational Psychology, 1997, 89, 170-182.	2.9	418
141	Treatment of handwriting problems in beginning writers: Transfer from handwriting to composition.. Journal of Educational Psychology, 1997, 89, 652-666.	2.9	301
142	Executive control in the revising of students with learning and writing difficulties.. Journal of Educational Psychology, 1997, 89, 223-234.	2.9	98
143	It Can Be Taught, But It Does Not Develop Naturally: Myths and Realities In Writing Instruction. School Psychology Review, 1997, 26, 414-424.	3.0	80
144	A review of handwriting research: Progress and prospects from 1980 to 1994. Educational Psychology Review, 1996, 8, 7-87.	8.4	253

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145	Effects of goal setting and procedural facilitation on the revising behavior and writing performance of students with writing and learning problems.. Journal of Educational Psychology, 1995, 87, 230-240.	2.9	110
146	Evaluation of a Writing Instruction Model that Integrated a Process Approach, Strategy Instruction, and Word Processing. Learning Disability Quarterly, 1995, 18, 278-291.	1.3	69
147	Knowledge of Writing and the Composing Process, Attitude Toward Writing, and Self-Efficacy for Students With and Without Learning Disabilities. Journal of Learning Disabilities, 1993, 26, 237-249.	2.2	180
148	Incorporating Strategy Instruction Within the Writing Process in the Regular Classroom: Effects on the Writing of Students with and without Learning Disabilities. Journal of Literacy Research, 1993, 25, 295-322.	0.6	91
149	Reviews of Research:Are Slanted Manuscript Alphabets Superior to the Traditional Manuscript Alphabet?. Childhood Education, 1993, 70, 91-95.	0.1	8
150	The Basic Spelling Vocabulary List. Journal of Educational Research, 1993, 86, 363-368.	1.6	36
151	Direct teaching, strategy instruction, and strategy instruction with explicit self-regulation: Effects on the composition skills and self-efficacy of students with learning disabilities.. Journal of Educational Psychology, 1992, 84, 340-352.	2.9	191
152	Issues in Handwriting Instruction. Focus on Exceptional Children, 1992, 25, .	0.7	40
153	Writing and Writing Instruction for Students with Learning Disabilities: Review of a Research Program. Learning Disability Quarterly, 1991, 14, 89-114.	1.3	164
154	Knowledge of Revision and Revising Behavior among Students with Learning Disabilities. Learning Disability Quarterly, 1991, 14, 61-73.	1.3	80
155	The role of production factors in learning disabled students' compositions.. Journal of Educational Psychology, 1990, 82, 781-791.	2.9	262
156	Components analysis of cognitive strategy instruction: Effects on learning disabled students' compositions and self-efficacy.. Journal of Educational Psychology, 1989, 81, 353-361.	2.9	274
157	Improving Learning Disabled Students' Skills at revising Essays Produced on a Word Processor. Journal of Special Education, 1988, 22, 133-152.	1.7	105
158	Learning Disabled Students' Composing Under Three Methods of Text Production. Journal of Special Education, 1987, 21, 22-42.	1.7	242
159	Strategy Training and Teacher- vs. Student-Controlled Study Conditions: Effects on LD Students' Spelling Performance. Learning Disability Quarterly, 1986, 9, 15-22.	1.3	24
160	Strategy Training and Teacher- vs. Student-Controllled Study Conditions: Effects on LD Students' Spelling Performance. Learning Disability Quarterly, 1985, 8, 267-274.	1.3	18
161	Improving Learning Disabled Students' Composition Skills: Self-Control Strategy Training. Learning Disability Quarterly, 1985, 8, 27-36.	1.3	112
162	The Effect of Self-Instructional Procedures on LD Students' Handwriting Performance. Learning Disability Quarterly, 1983, 6, 231-234.	1.3	24

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163	Effective Spelling Instruction. Elementary School Journal, 1983, 83, 560-567.	1.4	54
164	COMPOSITION RESEARCH AND PRACTICE: A UNIFIED APPROACH. Focus on Exceptional Children, 1982, 14, .	0.7	59
165	HANDWRITING RESEARCH AND PRACTICE: A UNIFIED APPROACH. Focus on Exceptional Children, 1980, 13, .	0.7	64
166	Spelling Research and Practice: A Unified Approach. Focus on Exceptional Children, 1979, 12, .	0.7	53
167	Scientifically Supported Writing Practices. , 0, , .		2
168	Instructional Feedback in Writing. , 0, , 145-168.		10
169	Through the looking glass: Reflections of a writing scholar. Education Review, 0, 28, .	0.0	4
170	Writing motivation questionnaire: validation and application as a formative assessment. Assessment in Education, 0, , 1-24.	1.2	3
171	Predicting Efficacy to Teach Writing. Elementary School Journal, 0, , 000-000.	1.4	5