

# Michael F Giangreco

## List of Publications by Year in descending order

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75  
papers

2,521  
citations

185998

28  
h-index

214527

47  
g-index

78  
all docs

78  
docs citations

78  
times ranked

689  
citing authors

#	ARTICLE	IF	CITATIONS
1	Conceptualizing and Utilizing Board Certified Behavior Analysts as Related Services Providers in Inclusion-Oriented Schools. <i>Remedial and Special Education</i> , 2023, 44, 73-85.	1.7	3
2	The Experiences of Students with Disabilities Actually Doing Service Learning: A Systematic Review. <i>Journal of Experiential Education</i> , 2023, 46, 5-31.	0.6	3
3	Examination and Redesign of Inclusive Special Education Service Delivery in a Rural School. <i>Rural Special Education Quarterly</i> , 2022, 41, 25-38.	0.4	0
4	Maslow's Hammer: teacher assistant research and inclusive practices at a crossroads. <i>European Journal of Special Needs Education</i> , 2021, 36, 278-293.	1.5	30
5	Special Education Personnel Absences in Inclusion-Oriented Schools: Implications for Building Effective Service Delivery Models. <i>Remedial and Special Education</i> , 2020, 41, 341-351.	1.7	4
6	"How Can a Student with Severe Disabilities Be in a Fifth-Grade Class When He Can't Do Fifth-Grade Level Work?" Misapplying the Least Restrictive Environment. <i>Research and Practice for Persons With Severe Disabilities</i> , 2020, 45, 23-27.	0.8	13
7	Effective Use of Teacher Assistants in Inclusive Classrooms. , 2019, , 193-207.		12
8	Italy presses forward in educating students with learning disabilities. <i>Phi Delta Kappan</i> , 2015, 97, 23-28.	0.4	2
9	Precarious or Purposeful? Proactively Building Inclusive Special Education Service Delivery on Solid Ground. <i>Inclusion</i> , 2015, 3, 112-131.	0.9	23
10	Teacher Assistants in Inclusive Classrooms. , 2014, , 691-702.		17
11	Revisiting Personnel Utilization in Inclusion-Oriented Schools. <i>Journal of Special Education</i> , 2013, 47, 121-132.	1.2	42
12	Teacher Assistant Supports in Inclusive Schools: Research, Practices and Alternatives. <i>Australasian Journal of Special Education</i> , 2013, 37, 93-106.	0.8	71
13	Constructively Responding to Requests for Paraprofessionals. <i>Remedial and Special Education</i> , 2012, 33, 362-373.	1.7	37
14	Paraeducator Training Materials to Facilitate Inclusive Education: Initial Field-Test Data. <i>Rural Special Education Quarterly</i> , 2011, 30, 14-23.	0.4	3
15	An Issue Hiding in Plain Sight: When Are Speech-Language Pathologists Special Educators Rather Than Related Services Providers?. <i>Language, Speech, and Hearing Services in Schools</i> , 2010, 41, 531-538.	0.7	4
16	One-to-One Paraprofessionals for Students With Disabilities in Inclusive Classrooms: Is Conventional Wisdom Wrong?. <i>Intellectual and Developmental Disabilities</i> , 2010, 48, 1-13.	0.6	88
17	Paraprofessionals in Inclusive Schools: A Review of Recent Research. <i>Journal of Educational and Psychological Consultation</i> , 2010, 20, 41-57.	1.0	172
18	Utilization of teacher assistants in inclusive schools: is it the kind of help that helping is all about?. <i>European Journal of Special Needs Education</i> , 2010, 25, 341-345.	1.5	55

#	ARTICLE	IF	CITATIONS
19	Special Education Personnel Utilization and General Class Placement of Students with Disabilities: Ranges and Ratios. <i>Intellectual and Developmental Disabilities</i> , 2009, 47, 53-56.	0.6	12
20	Numbers That Count. <i>Journal of Special Education</i> , 2009, 43, 81-93.	1.2	55
21	Making Presentation Software Accessible to High School Students with Intellectual Disabilities. <i>Teaching Exceptional Children</i> , 2009, 41, 24-31.	0.8	4
22	School-Based Screening to Determine Overreliance on Paraprofessionals. Focus on Autism and Other Developmental Disabilities, 2007, 22, 149-158.	0.8	37
23	The "Sous-Chefs" of Literacy Instruction. <i>Teaching Exceptional Children</i> , 2007, 40, 56-62.	0.8	41
24	Teacher Assistants in Inclusive Schools. , 2007, , 430-440.		42
25	Addressing the Paraprofessional Dilemma in an Inclusive School: A Program Description. <i>Research and Practice for Persons With Severe Disabilities</i> , 2006, 31, 215-229.	0.8	25
26	Be Careful What You Wish for   Five Reasons to be concerned about the Assignment of Individual Paraprofessionals. <i>Teaching Exceptional Children</i> , 2005, 37, 28-34.	0.8	77
27	Questionable Utilization of Paraprofessionals in Inclusive Schools. Focus on Autism and Other Developmental Disabilities, 2005, 20, 10-26.	0.8	149
28	Scientifically Based Research and Qualitative Inquiry. <i>Research and Practice for Persons With Severe Disabilities</i> , 2003, 28, 133-137.	0.8	14
29	Schoolwide Planning to Improve Paraeducator Supports. <i>Exceptional Children</i> , 2003, 70, 63-78.	1.4	33
30	Paraeducator Training Materials to Facilitate Inclusive Education: Initial Field-Test Data. <i>Rural Special Education Quarterly</i> , 2003, 22, 17-27.	0.4	12
31	"That Was Then, This Is Now!" Paraprofessional Supports for Students With Disabilities in General Education Classrooms. <i>Exceptionality</i> , 2002, 10, 47-64.	1.1	56
32	Students With Disabilities and Paraprofessional Supports: Benefits, Balance, and Band-Aids. Focus on Exceptional Children, 2002, 34, .	0.7	14
33	Schoolwide Planning to Improve Paraeducator Supports: A Pilot Study. <i>Rural Special Education Quarterly</i> , 2002, 21, 3-15.	0.4	8
34	Teacher Engagement with Students with Disabilities: Differences between Paraprofessional Service Delivery Models. <i>Research and Practice for Persons With Severe Disabilities</i> , 2001, 26, 75-86.	0.6	64
35	Interactions Among Program, Placement, and Services in Educational Planning for Students With Disabilities. <i>Mental Retardation</i> , 2001, 39, 341-350.	1.1	8
36	Paraprofessional Support of Students with Disabilities: Literature from the past Decade. <i>Exceptional Children</i> , 2001, 68, 45-63.	1.4	138

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37	Respect, Appreciation, and Acknowledgment of Paraprofessionals Who Support Students with Disabilities. <i>Exceptional Children</i> , 2001, 67, 485-498.	1.4	52
38	Related Services Research for Students With Low-Incidence Disabilities. <i>Language, Speech, and Hearing Services in Schools</i> , 2000, 31, 230-239.	0.7	45
39	Changes in Educational Team Membership for Students who are Deaf-Blind in General Education Classes. <i>Journal of Visual Impairment and Blindness</i> , 1999, 93, 166-173.	0.4	8
40	Improving Support Service Decision-Making: Consumer feedback regarding updates to VISTA. <i>International Journal of Disability Development and Education</i> , 1999, 46, 463-473.	0.6	8
41	The Tip of the Iceberg: Determining Whether Paraprofessional Support is Needed for Students with Disabilities in General Education Settings. <i>Research and Practice for Persons With Severe Disabilities</i> , 1999, 24, 281-291.	0.6	43
42	Reaching Consensus About Educationally Necessary Support Services. <i>Special Services in the Schools</i> , 1998, 13, 1-32.	0.4	14
43	Planning for Andrew: the use of COACH and VISTA in an inclusive preschool program. <i>International Journal of Disability Development and Education</i> , 1998, 45, 375-396.	0.6	7
44	Impact of Planning for Support Services on Students who are Deaf-Blind. <i>Journal of Visual Impairment and Blindness</i> , 1998, 92, 18-29.	0.4	9
45	Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities. <i>Exceptional Children</i> , 1997, 64, 7-18.	1.4	217
46	Responses to Nietupski et al.. <i>Journal of Special Education</i> , 1997, 31, 56-60.	1.2	1
47	JASH Announces the 1997 Distinguished Reviewers. <i>Research and Practice for Persons With Severe Disabilities</i> , 1997, 22, 251-251.	0.6	0
48	Attitudes about Educational and Related Service Provision for Students with Deaf-Blindness and Multiple Disabilities. <i>Exceptional Children</i> , 1997, 63, 329-342.	1.4	11
49	Key Lessons Learned About Inclusive Education: summary of the 1996 Schonell Memorial Lecture. <i>International Journal of Disability Development and Education</i> , 1997, 44, 193-206.	0.6	29
50	Creating Conversation: Reflections on Cultural Sensitivity in Family Interviewing. <i>Exceptional Children</i> , 1996, 63, 103-116.	1.4	32
51	Support Service Decision Making for Students with Multiple Service Needs: Evaluative Data. <i>Research and Practice for Persons With Severe Disabilities</i> , 1996, 21, 135-144.	0.6	13
52	Extending the "Comfort Zone" to Include Every Child. <i>Journal of Early Intervention</i> , 1996, 20, 206-208.	1.1	4
53	Related Services Decision-Making: Physical and Occupational Therapy in Pediatrics, 1995, 15, 47-68.	0.8	9
54	Use and Impact of COACH with Students who are Deaf-Blind. <i>Research and Practice for Persons With Severe Disabilities</i> , 1995, 20, 121-135.	0.6	12

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55	How Inclusion Can Facilitate Teaching and Learning. <i>Intervention in School and Clinic</i> , 1995, 30, 273-278.	0.8	19
56	Collaborative Teamwork in Training and Technical Assistance: Enhancing Community Support for Persons with Disabilities. , 1995, , 134-168.		3
57	Related Services Decision-Making:. <i>Physical and Occupational Therapy in Pediatrics</i> , 1995, 15, 47-68.	0.8	16
58	Outcomes of Interactions with Peers with Moderate or Severe Disabilities: A Statewide Survey of High School Students. <i>Research and Practice for Persons With Severe Disabilities</i> , 1994, 19, 263-276.	0.6	70
59	Dressing Your IEPs for the General Education Climate Analysis of IEP Goals and Objectives for Students with Multiple Disabilities. <i>Remedial and Special Education</i> , 1994, 15, 288-296.	1.7	42
60	National Expert Validation of COACH: Congruence with Exemplary Practice and Suggestions for Improvement. <i>Research and Practice for Persons With Severe Disabilities</i> , 1993, 18, 109-120.	0.6	19
61	Using Creative Problem-Solving Methods to Include Students With Severe Disabilities in General Education Classroom Activities. <i>Journal of Educational and Psychological Consultation</i> , 1993, 4, 113-135.	1.0	11
62	Quality of Life as Context for Planning and Evaluation of Services for People with Disabilities. <i>Exceptional Children</i> , 1993, 59, 499-512.	1.4	61
63	â€œI've Counted onâ€ Transformational Experiences of Teachers Educating Students with Disabilities. <i>Exceptional Children</i> , 1993, 59, 359-372.	1.4	162
64	Perspectives of Parents Whose Children Have Dual Sensory Impairments. <i>Research and Practice for Persons With Severe Disabilities</i> , 1991, 16, 14-24.	0.6	26
65	Common Professional Practices That Interfere with the Integrated Delivery of Related Services. <i>Remedial and Special Education</i> , 1991, 12, 16-24.	1.7	30
66	Making Related Service Decisions for Students with Severe Disabilities: Roles, Criteria, and Authority. <i>Research and Practice for Persons With Severe Disabilities</i> , 1990, 15, 22-31.	0.6	23
67	Transdisciplinary Teamwork and Integrated Therapy: Clarifying The Misconceptions. <i>Pediatric Physical Therapy</i> , 1990, 2, 73-79.	0.3	30
68	More Concerns. <i>American Journal of Occupational Therapy</i> , 1990, 44, 470-470.	0.1	2
69	Facilitating integration of Students with Severe Disabilities. <i>Teacher Education and Special Education</i> , 1989, 12, 139-147.	1.6	4
70	Providing Related Services to Learners with Severe Handicaps in Educational Settings. <i>Pediatric Physical Therapy</i> , 1989, 1, 55-63.	0.3	27
71	A Curriculum for Profoundly Handicapped Students:. <i>Physical and Occupational Therapy in Pediatrics</i> , 1988, 7, 75-83.	0.8	0
72	Effects of Integrated Therapy: A Pilot Study. <i>Research and Practice for Persons With Severe Disabilities</i> , 1986, 11, 205-208.	0.6	27

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73	Delivery of Therapeutic Services in Special Education Programs for Learners With Severe Handicaps. Physical and Occupational Therapy in Pediatrics, 1986, 6, 5-25.	0.8	22
74	Teaching Basic Photography Skills to a Severely Handicapped Young Adult Using Simulated Materials. Research and Practice for Persons With Severe Disabilities, 1983, 8, 43-49.	0.8	3
75	Reassessing the impact of teaching assistants: how research challenges practice and policy. London Review of Education, 0, 10, .	1.3	0