

# Kathleen Lynne Lane

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/652976/publications.pdf>

Version: 2024-02-01

173  
papers

4,808  
citations

109137

35  
h-index

143772

57  
g-index

183  
all docs

183  
docs citations

183  
times ranked

1900  
citing authors

#	ARTICLE	IF	CITATIONS
1	Working Conditions and Burnout of Special Educators of Students With EBD: Longitudinal Outcomes. <i>Teacher Education and Special Education</i> , 2023, 46, 44-64.	1.6	9
2	Self-Report and Administrative Data on Disability and IEP Status: Examining Differences and Impacts on Intervention Outcomes. <i>Journal of Disability Policy Studies</i> , 2023, 33, 253-266.	0.9	4
3	Differential Item and Test Functioning of the SRSS-IE12 Across Race, Ethnicity, Gender, and Elementary Level. <i>Assessment for Effective Intervention</i> , 2022, 47, 79-88.	0.6	6
4	A How-to Guide for Open-Science Practices in Special Education Research. <i>Remedial and Special Education</i> , 2022, 43, 270-280.	1.7	11
5	Burnout of Special Educators Serving Students With Emotional-Behavioral Disorders: A Longitudinal Study. <i>Remedial and Special Education</i> , 2022, 43, 160-171.	1.7	16
6	Commentary on the <i>What Works Clearinghouse Standards and Procedures Handbook</i> (v. 4.1) for the Review of Single-Case Research. <i>Remedial and Special Education</i> , 2022, 43, 421-433.	1.7	21
7	Essential Features of Intensive, Individualized (Tier 3) Interventions. <i>Advances in Learning and Behavioral Disabilities</i> , 2022, 32, 45-66.	0.3	0
8	Elementary Teachersâ€™ Perceptions of a Comprehensive, Integrated, Three-Tiered Model of Prevention. <i>Remedial and Special Education</i> , 2021, 42, 207-219.	1.7	6
9	Secondary Teachersâ€™ Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models. <i>Journal of Positive Behavior Interventions</i> , 2021, 23, 232-244.	1.2	5
10	Empowering Teachers with Low-Intensity Strategies: Supporting Students At-Risk for EBD with Instructional Choice during Reading. <i>Exceptionality</i> , 2021, 29, 61-79.	1.1	2
11	Elementary Teachersâ€™ Self-Efficacy During Initial Implementation of Comprehensive, Integrated, Three-Tiered Models of Prevention. <i>Journal of Positive Behavior Interventions</i> , 2021, 23, 93-105.	1.2	11
12	The Student Risk Screening Scale for Early Childhood: Additional Validation Studies. <i>Topics in Early Childhood Special Education</i> , 2021, 41, 129-146.	1.5	2
13	Predictive Validity of the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) Scores. <i>Journal of Emotional and Behavioral Disorders</i> , 2021, 29, 105-112.	1.1	7
14	Student and Teacher Perceptions of Goal Attainment During Intervention With the Self-Determined Learning Model of Instruction. <i>Journal of Special Education</i> , 2021, 55, 101-112.	1.2	13
15	The Impact of the Self-Determined Learning Model of Instruction on Student Self-Determination in Inclusive, Secondary Classrooms. <i>Remedial and Special Education</i> , 2021, 42, 363-373.	1.7	17
16	The Self-Determined Learning Model of Instruction: Promoting Implementation Fidelity. <i>Inclusion</i> , 2021, 9, 46-62.	0.9	8
17	Commentary on the <i>Current status and future directions for training and supporting paraprofessionals</i>: Opportunities for practice and research. <i>Psychology in the Schools</i> , 2021, 58, 764-768.	1.1	2
18	A Closing Note of Gratitude: It Has Been an Honor to Serve. <i>Journal of Positive Behavior Interventions</i> , 2021, 23, 67-67.	1.2	0

#	ARTICLE	IF	CITATIONS
19	Considerations for systematic screening PK-12: universal screening for internalizing and externalizing behaviors in the COVID-19 era. Preventing School Failure, 2021, 65, 275-281.	0.4	12
20	Examining the Impact of Professional Development on the Self-Determined Learning Model of Instruction for General and Special Educators. Inclusion, 2021, 9, 118-133.	0.9	4
21	A Productive Scholarâ€™s Guide to Respectful, Responsible Inquiry During the COVID-19 Pandemic: Moving Forward. Journal of Learning Disabilities, 2021, 54, 388-399.	1.5	11
22	Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention. Education and Treatment of Children, 2021, , 1-20.	0.6	2
23	Project ENHANCE: Assessing Professional Learning Needs for Implementing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention. Education and Treatment of Children, 2021, 44, 125-144.	0.6	7
24	Treatment Integrity of Primary (Tier 1) Prevention Efforts in Tiered Systems: Mapping the Literature. Education and Treatment of Children, 2021, 44, 145-168.	0.6	7
25	Teacher-Delivered Strategies to Increase Studentsâ€™ Opportunities to Respond: A Systematic Methodological Review. Behavioral Disorders, 2020, 45, 67-84.	0.8	28
26	Empowering Teachers With Low-Intensity Strategies to Support Instruction: Implementing Across-Activity Choices During Third-Grade Reading Instruction. Journal of Positive Behavior Interventions, 2020, 22, 78-92.	1.2	6
27	Examining educatorsâ€™ views of classroom management and instructional strategies: school-site capacity for supporting studentsâ€™ behavioral needs. Preventing School Failure, 2020, 64, 1-11.	0.4	4
28	Behavior-Specific Praise in Pre-Kâ€“12 Settings: Mapping the 50-Year Knowledge Base. Behavioral Disorders, 2020, 45, 131-147.	0.8	22
29	A Systematic Review of the Evidence Base for Active Supervision in Pre-Kâ€“12 Settings. Behavioral Disorders, 2020, 45, 167-182.	0.8	8
30	The Impact of Coaching on Teacher-Delivered Behavior-Specific Praise in Pre-Kâ€“12 Settings: A Systematic Review. Behavioral Disorders, 2020, 45, 148-166.	0.8	23
31	Results of Practice-Based Professional Development for Supporting Special Educators in Learning How to Design Functional Assessmentâ€“Based Interventions. Teacher Education and Special Education, 2020, 43, 281-295.	1.6	7
32	â€œEveryone needs to understand each otherâ€™s systemsâ€: Stakeholder views on the acceptability and viability of a Pharmacist Independent Prescriber role in care homes for older people in the UK. Health and Social Care in the Community, 2020, 28, 1479-1487.	0.7	13
33	Tiered systems and inclusion. , 2020, , 85-106.		8
34	Improving Educators' Knowledge, Confidence, and Usefulness of a Comprehensive, Integrated, Three-tiered (Ci3T) Model of Prevention: Outcomes of Professional Learning. Education and Treatment of Children, 2020, 43, 279-293.	0.6	0
35	Improving Educatorsâ€™ Knowledge, Confidence, and Usefulness of a Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention: Outcomes of Professional Learning. Education and Treatment of Children, 2020, 43, 279-293.	0.6	2
36	A Systematic Review of Teacher-Delivered Behavior-Specific Praise on Kâ€“12 Student Performance. Remedial and Special Education, 2019, 40, 112-128.	1.7	96

#	ARTICLE	IF	CITATIONS
37	Using Data to Support Educators' Implementation of Positive Classroom Behavior Support (PCBS) Practices. <i>Education and Treatment of Children</i> , 2019, 42, 265-289.	0.6	8
38	Systematic Review of High Probability Requests in K-12 Settings: Examining the Evidence Base. <i>Behavioral Disorders</i> , 2019, 45, 3-21.	0.8	14
39	A Comparison Between SRSS-IE and BASC-2 BESS Scores at the Middle School Level. <i>Behavioral Disorders</i> , 2019, 44, 162-174.	0.8	9
40	Using the Schoolwide Expectations Survey for Specific Settings to Build Expectation Matrices. <i>Remedial and Special Education</i> , 2019, 40, 51-62.	1.7	5
41	Advances in Measurement in School-Wide Positive Behavioral Interventions and Supports. <i>Remedial and Special Education</i> , 2019, 40, 3-5.	1.7	6
42	Predictive Validity of Student Risk Screening Scale's Internalizing and Externalizing (SRSS-IE) Scores in Elementary Schools. <i>Journal of Emotional and Behavioral Disorders</i> , 2019, 27, 221-234.	1.1	11
43	Exploring Solutions to Address Students' Social Competencies to Facilitate School Success: A Usability and Feasibility Study. <i>Education and Treatment of Children</i> , 2019, 42, 489-514.	0.6	3
44	Evidence for the reliability and preliminary validity of the Adult ADHD Self-Report Scale v1.1 (ASRS v1.1) Screener in an adolescent community sample. <i>International Journal of Methods in Psychiatric Research</i> , 2019, 28, e1751.	1.1	27
45	Teachers' Voices: Perceptions of Effective Professional Development and Classwide Implementation of Self-Regulated Strategy Development in Writing. <i>American Educational Research Journal</i> , 2019, 56, 753-791.	1.6	29
46	Predictive Validity of Student Risk Screening Scale for Internalizing and Externalizing Scores in Secondary Schools. <i>Journal of Emotional and Behavioral Disorders</i> , 2019, 27, 86-100.	1.1	11
47	Empowering Teachers With Low-Intensity Strategies to Support Instruction: Within-Activity Choices in Third-Grade Math With Null Effects. <i>Remedial and Special Education</i> , 2018, 39, 77-94.	1.7	10
48	Effective Low-Intensity Strategies to Enhance School Success: What Every Educator Needs to Know. <i>Beyond Behavior</i> , 2018, 27, 128-133.	0.4	14
49	Pre-correction: An Effective, Efficient, Low-Intensity Strategy to Support Student Success. <i>Beyond Behavior</i> , 2018, 27, 146-152.	0.4	5
50	Active Supervision: An Effective, Efficient, Low-Intensity Strategy to Support Student Success. <i>Beyond Behavior</i> , 2018, 27, 153-159.	0.4	2
51	Improving Educators' Knowledge, Confidence, and Usefulness of Functional Assessment-based Interventions: Outcomes of Professional Learning. <i>Education and Treatment of Children</i> , 2018, 41, 533-565.	0.6	10
52	Instructional Feedback: An Effective, Efficient, Low-Intensity Strategy to Support Student Success. <i>Beyond Behavior</i> , 2018, 27, 168-174.	0.4	7
53	Instructional Choice: An Effective, Efficient, Low-Intensity Strategy to Support Student Success. <i>Beyond Behavior</i> , 2018, 27, 160-167.	0.4	6
54	High-Probability Request Sequence: An Effective, Efficient Low-Intensity Strategy to Support Student Success. <i>Beyond Behavior</i> , 2018, 27, 140-145.	0.4	7

#	ARTICLE	IF	CITATIONS
55	Behavior-Specific Praise: An Effective, Efficient, Low-Intensity Strategy to Support Student Success. <i>Beyond Behavior</i> , 2018, 27, 134-139.	0.4	27
56	Empowering teachers with low-intensity strategies to support instruction: Self-monitoring in an elementary resource classroom. <i>Preventing School Failure</i> , 2018, 62, 176-189.	0.4	14
57	Teachers's reactions to experiences of violence: an attributional analysis. <i>Social Psychology of Education</i> , 2018, 21, 621-653.	1.2	27
58	Development and Preliminary Technical Adequacy of the Schoolwide Integrated Framework for Transformation Fidelity of Implementation Tool. <i>Journal of Psychoeducational Assessment</i> , 2017, 35, 302-322.	0.9	9
59	Systematic Screening for Behavior in K-12 Settings as Regular School Practice: Practical Considerations and Recommendations. <i>Journal of Applied School Psychology</i> , 2017, 33, 369-393.	0.4	10
60	Increasing Opportunities to Respond for Students With Internalizing Behaviors: The Utility of Choral and Mixed Responding. <i>Behavioral Disorders</i> , 2017, 42, 170-184.	0.8	15
61	Functional Assessment-Based Interventions for Students With or At-Risk for High-Incidence Disabilities: Field Testing Single-Case Synthesis Methods. <i>Remedial and Special Education</i> , 2017, 38, 331-352.	1.7	33
62	Introduction to the Special Issue on Single-Case Systematic Reviews and Meta-Analyses. <i>Remedial and Special Education</i> , 2017, 38, 323-330.	1.7	17
63	Increasing Students's Opportunities to Respond. <i>Intervention in School and Clinic</i> , 2017, 52, 204-209.	0.8	19
64	Psychometric Evidence of SRSS-IE Scores in Middle and High Schools. <i>Journal of Emotional and Behavioral Disorders</i> , 2017, 25, 233-245.	1.1	12
65	A Systematic Review of the Evidence Base for Instructional Choice in K-12 Settings. <i>Behavioral Disorders</i> , 2017, 42, 89-107.	0.8	32
66	A Systematic Review of Precorrection in PK-12 Settings. <i>Education and Treatment of Children</i> , 2017, 40, 465-495.	0.6	23
67	Building Strong Partnerships: Responsible Inquiry to Learn and Grow Together: TECBD's CCBD Keynote Address. <i>Education and Treatment of Children</i> , 2017, 40, 597-618.	0.6	10
68	Factor analytic replication and model comparison of the BASC-2 Behavioral and Emotional Screening System.. <i>Psychological Assessment</i> , 2017, 29, 1543-1549.	1.2	7
69	Methodological issues in the design and evaluation of supported communication for aphasia training: a cluster-controlled feasibility study. <i>BMJ Open</i> , 2016, 6, e011207.	0.8	23
70	What's Inside? Highlights From This Issue. <i>Journal of Positive Behavior Interventions</i> , 2016, 18, 195-196.	1.2	0
71	Systematic Screening at the Elementary Level: Considerations for Exploring and Installing Universal Behavior Screening. <i>Journal of Applied School Psychology</i> , 2016, 32, 214-233.	0.4	8
72	Advanced Reading Comprehension Expectations in Secondary School. <i>Journal of Disability Policy Studies</i> , 2016, 27, 54-64.	0.9	17

#	ARTICLE	IF	CITATIONS
73	Screening for Intensive Intervention Needs in Secondary Schools. <i>Journal of Emotional and Behavioral Disorders</i> , 2016, 24, 159-172.	1.1	16
74	Positive Behavior Support. <i>Journal of Positive Behavior Interventions</i> , 2016, 18, 69-73.	1.2	72
75	Supporting Comprehensive, Integrated, Three-Tiered Models of Prevention in Schools. <i>Journal of Positive Behavior Interventions</i> , 2015, 17, 209-222.	1.2	25
76	Additional Evidence of Convergent Validity between SRSS-IE and SSIS-PSG Scores. <i>Behavioral Disorders</i> , 2015, 40, 213-229.	0.8	7
77	Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary Cut Scores to Support Data-Informed Decision Making. <i>Behavioral Disorders</i> , 2015, 40, 159-170.	0.8	31
78	A Review of the Evidence Base of Functional Assessment-based Interventions for Young Students Using One Systematic Approach. <i>Behavioral Disorders</i> , 2015, 40, 230-250.	0.8	14
79	Improving Teachers' Knowledge of Functional Assessment-based Interventions: Outcomes of a Professional Development Series. <i>Education and Treatment of Children</i> , 2015, 38, 93-120.	0.6	40
80	Empowering Teachers with Low-Intensity Strategies to Support Academic Engagement: Implementation and Effects of Instructional Choice for Elementary Students in Inclusive Settings. <i>Education and Treatment of Children</i> , 2015, 38, 473-504.	0.6	22
81	The Student Risk Screening Scale for Early Childhood. <i>Topics in Early Childhood Special Education</i> , 2015, 34, 234-249.	1.5	6
82	Administrator Views on Providing Self-Determination Instruction in Elementary and Secondary Schools. <i>Journal of Special Education</i> , 2015, 49, 52-64.	1.2	8
83	Framing the Future. <i>Remedial and Special Education</i> , 2015, 36, 3-4.	1.7	0
84	A Spotlight on Treatment Intensity: An Important and Often Overlooked Component of Intervention Inquiry. <i>Journal of Behavioral Education</i> , 2015, 24, 1-10.	0.9	36
85	A Comparison Between SRSS-IE and SSIS-PSG Scores. <i>Assessment for Effective Intervention</i> , 2015, 40, 114-126.	0.6	17
86	Examining Behavioral Risk and Academic Performance for Students Transitioning From Elementary to Middle School. <i>Journal of Positive Behavior Interventions</i> , 2015, 17, 39-49.	1.2	28
87	Developing the Capacity to Implement Tier 2 and Tier 3 Supports: How Do We Support Our Faculty and Staff in Preparing for Sustainability?. <i>Preventing School Failure</i> , 2014, 58, 183-190.	0.4	11
88	Comprehensive, Integrated, Three-Tiered Models of Prevention: Why Does My School and District Need an Integrated Approach to Meet Students' Academic, Behavioral, and Social Needs?. <i>Preventing School Failure</i> , 2014, 58, 121-128.	0.4	45
89	The Student Risk Screening Scale: Exploring Dimensionality and Differential Item Functioning. <i>Educational Assessment</i> , 2014, 19, 185-203.	0.6	8
90	Special Education Teacher Burnout: A Synthesis of Research from 1979 to 2013. <i>Education and Treatment of Children</i> , 2014, 37, 681-711.	0.6	253

#	ARTICLE	IF	CITATIONS
91	VIOLENCE DIRECTED AGAINST TEACHERS: RESULTS FROM A NATIONAL SURVEY. <i>Psychology in the Schools</i> , 2014, 51, 753-766.	1.1	112
92	A Review of Tier 2 Interventions Conducted Within Multitiered Models of Behavioral Prevention. <i>Journal of Emotional and Behavioral Disorders</i> , 2014, 22, 171-189.	1.1	95
93	Primary Prevention Efforts: How Do We Implement and Monitor the Tier 1 Component of Our Comprehensive, Integrated, Three-Tiered (CI3T) Model?. <i>Preventing School Failure</i> , 2014, 58, 143-158.	0.4	6
94	A Team-Based Process for Designing Comprehensive, Integrated, Three-Tiered (CI3T) Models of Prevention: How Does My School-Site Leadership Team Design a CI3T Model?. <i>Preventing School Failure</i> , 2014, 58, 129-142.	0.4	5
95	Logistics of Behavior Screenings: How and Why Do We Conduct Behavior Screenings at Our School?. <i>Preventing School Failure</i> , 2014, 58, 159-170.	0.4	22
96	Initial Evidence for the Reliability and Validity of the Student Risk Screening Scale With Elementary Age English Learners. <i>Assessment for Effective Intervention</i> , 2014, 39, 219-232.	0.6	18
97	Identifying Students for Secondary and Tertiary Prevention Efforts: How Do We Determine Which Students Have Tier 2 and Tier 3 Needs?. <i>Preventing School Failure</i> , 2014, 58, 171-182.	0.4	31
98	Lessons Learned from Implementing Self-Regulated Strategy Development with Students with Emotional and Behavioral Disorders in Alternative Educational Settings. <i>Behavioral Disorders</i> , 2014, 40, 68-77.	0.8	34
99	A Review of Self-Regulated Strategy Development for Writing for Students with EBD. <i>Behavioral Disorders</i> , 2014, 39, 56-77.	0.8	24
100	Design and Management of Scientific Research in Applied School Settings. <i>Advances in Learning and Behavioral Disabilities</i> , 2014, 27, 141-169.	0.3	7
101	Understanding and preventing violence directed against teachers: Recommendations for a national research, practice, and policy agenda.. <i>American Psychologist</i> , 2013, 68, 75-87.	3.8	159
102	Working Within the Context of Three-Tiered Models of Prevention: Using Schoolwide Data to Identify High School Students for Targeted Supports. <i>Journal of Applied School Psychology</i> , 2013, 29, 203-229.	0.4	16
103	Initial Evidence for the Reliability and Validity of the Student Risk Screening Scale for Internalizing and Externalizing Behaviors at the Middle School Level. <i>Assessment for Effective Intervention</i> , 2013, 39, 24-38.	0.6	24
104	Additional Evidence for the Reliability and Validity of the Student Risk Screening Scale at the High School Level. <i>Journal of Emotional and Behavioral Disorders</i> , 2013, 21, 97-115.	1.1	27
105	Reflections on the Special Issue. <i>Remedial and Special Education</i> , 2013, 34, 59-61.	1.7	9
106	Violence Against Teachers: Case Studies from the APA Task Force. <i>International Journal of School and Educational Psychology</i> , 2013, 1, 231-245.	1.0	48
107	Three-Tiered Models of Prevention: Teacher Efficacy and Burnout. <i>Education and Treatment of Children</i> , 2013, 36, 95-126.	0.6	25
108	School-wide Systems to Promote Positive Behaviors and Facilitate Instruction. <i>Journal of Curriculum and Instruction</i> , 2013, 7, .	0.3	35

#	ARTICLE	IF	CITATIONS
109	Practice-Based Professional Development for Self-Regulated Strategies Development in Writing. <i>Journal of Teacher Education</i> , 2012, 63, 103-119.	2.0	105
110	Validity of the Student Risk Screening Scale. <i>Journal of Emotional and Behavioral Disorders</i> , 2012, 20, 82-91.	1.1	24
111	The Utility of Conflict Resolution and Study Skills Interventions With Middle School Students at Risk for Antisocial Behavior. <i>Remedial and Special Education</i> , 2012, 33, 23-38.	1.7	11
112	Score Reliability and Validity of the Student Risk Screening Scale. <i>Journal of Emotional and Behavioral Disorders</i> , 2012, 20, 241-259.	1.1	13
113	Paraprofessional Involvement in Self-Determination Instruction for Students with High-Incidence Disabilities. <i>Exceptional Children</i> , 2012, 78, 237-251.	1.4	16
114	Tier 1, Teacher-Implemented Self-Regulated Strategy Development for Students With and Without Behavioral Challenges. <i>Elementary School Journal</i> , 2012, 113, 160-191.	0.9	46
115	Tier 2 Supports to Improve Motivation and Performance of Elementary Students with Behavioral Challenges and Poor Work Completion. <i>Education and Treatment of Children</i> , 2012, 35, 547-584.	0.6	6
116	Initial Evidence for the Reliability and Validity of the Student Risk Screening Scale for Internalizing and Externalizing Behaviors at the Elementary Level. <i>Behavioral Disorders</i> , 2012, 37, 99-122.	0.8	45
117	A Validation of the Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Patterns in Rural and Urban Elementary Schools. <i>Behavioral Disorders</i> , 2012, 37, 244-270.	0.8	36
118	A comprehensive, integrated three-tier model to meet students' academic, behavioral, and social needs. , 2012, , 551-581.		16
119	Teacher Expectations for Student Performance: Lessons Learned and Implications for Research and Practice. <i>Advances in Learning and Behavioral Disabilities</i> , 2012, , 95-129.	0.3	15
120	Self-Determination Interventions for Students with and at Risk for Emotional and Behavioral Disorders: Mapping the Knowledge Base. <i>Behavioral Disorders</i> , 2011, 36, 100-116.	0.8	75
121	Future Research Directions for the Field of E/BD: Standing on the Shoulders of Giants. <i>Education and Treatment of Children</i> , 2011, 34, 423-443.	0.6	14
122	Paraprofessional Perspectives on Promoting Self-Determination among Elementary and Secondary Students with Severe Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 2011, 36, 1-10.	0.8	16
123	Systematic Screening for Emotional and Behavioral Disorders at the High School Level. <i>Remedial and Special Education</i> , 2011, 32, 506-520.	1.7	25
124	Self-Regulated Strategy Development at Tier 2 for Second-Grade Students With Writing and Behavioral Difficulties: A Randomized Controlled Trial. <i>Journal of Research on Educational Effectiveness</i> , 2011, 4, 322-353.	0.9	40
125	Self-Regulated Strategies Development for Persuasive Writing in Tandem with Schoolwide Positive Behavioral Support: Effects for Second-Grade Students with Behavioral and Writing Difficulties. <i>Behavioral Disorders</i> , 2010, 35, 157-179.	0.8	51
126	Reading Interventions for Students with Challenging Behavior: A Focus on Fluency. <i>Behavioral Disorders</i> , 2010, 35, 120-139.	0.8	13

#	ARTICLE	IF	CITATIONS
127	Using Systematic Screening Procedures to Identify Students Who are Nonresponsive to Primary Prevention Efforts: Integrating Academic and Behavioral Measures. <i>Education and Treatment of Children</i> , 2010, 33, 561-584.	0.6	19
128	Reading and Writing Interventions for Students with and at Risk for Emotional and Behavioral Disorders: An Introduction. <i>Behavioral Disorders</i> , 2010, 35, 82-85.	0.8	10
129	Score Reliability and Validity of the Student Risk Screening Scale: A Psychometrically Sound, Feasible Tool for Use in Urban Middle Schools. <i>Journal of Emotional and Behavioral Disorders</i> , 2010, 18, 211-224.	1.1	39
130	Story Writing. <i>Journal of Special Education</i> , 2010, 44, 107-128.	1.2	36
131	A Comparison of Students With Behavior Challenges Educated in Suburban and Rural Settings: Academic, Social, and Behavioral Outcomes. <i>Journal of Emotional and Behavioral Disorders</i> , 2010, 18, 131-148.	1.1	10
132	A Preview of the Issue. <i>Remedial and Special Education</i> , 2010, 31, 319-319.	1.7	0
133	A Comparison of Systematic Screening Tools for Emotional and Behavioral Disorders. <i>Journal of Emotional and Behavioral Disorders</i> , 2010, 18, 100-112.	1.1	43
134	Extending the Rigor, Relevance, and Reach of Remedial and Special Education. <i>Remedial and Special Education</i> , 2010, 31, 228-229.	1.7	1
135	A Preview of the Special Issue. <i>Remedial and Special Education</i> , 2010, 31, 411-411.	1.7	0
136	Grade Retention of Students During Grades 8 Predicts Reading Achievement and Progress During Secondary Schooling. <i>Reading and Writing Quarterly</i> , 2010, 26, 51-66.	0.6	12
137	Systematic Screenings to Prevent the Development of Learning and Behavior Problems: Considerations for Practitioners, Researchers, and Policy Makers. <i>Journal of Disability Policy Studies</i> , 2010, 21, 160-172.	0.9	66
138	Outcomes of Functional Assessment-Based Interventions for Students With and At Risk for Emotional and Behavioral Disorders in a Job-share Setting. <i>Education and Treatment of Children</i> , 2009, 32, 573-604.	0.6	18
139	Assessing Social Validity of School-wide Positive Behavior Support Plans: Evidence for the Reliability and Structure of the Primary Intervention Rating Scale. <i>School Psychology Review</i> , 2009, 38, 135-144.	1.8	69
140	Improving the Early Literacy Skills of Students at Risk for Internalizing or Externalizing Behaviors with Limited Reading Skills. <i>Behavioral Disorders</i> , 2009, 34, 72-90.	0.8	12
141	A Comparison of Systematic Screening Tools for Emotional and Behavioral Disorders. <i>Journal of Emotional and Behavioral Disorders</i> , 2009, 17, 93-105.	1.1	71
142	Perspectives of General and Special Educators on Fostering Self-Determination in Elementary and Middle Schools. <i>Journal of Special Education</i> , 2009, 43, 94-106.	1.2	48
143	Designing functional assessment-based interventions using a systematic approach: A promising practice for supporting challenging behavior. <i>Advances in Learning and Behavioral Disabilities</i> , 2009, , 341-370.	0.3	12
144	An Examination of the Evidence Base for Function-Based Interventions for Students with Emotional and/or Behavioral Disorders Attending Middle and High Schools. <i>Exceptional Children</i> , 2009, 75, 321-340.	1.4	111

#	ARTICLE	IF	CITATIONS
145	Making it Work. Teaching Exceptional Children, 2009, 42, 22-33.	0.8	18
146	Academic Performance of Students with Emotional and Behavioral Disorders Served in a Self-Contained Setting. Journal of Behavioral Education, 2008, 17, 43-62.	0.9	128
147	The Effects of Self-Regulated Strategy Development on the Writing Performance of Second-Grade Students With Behavioral and Writing Difficulties. Journal of Special Education, 2008, 41, 234-253.	1.2	101
148	Student Risk Screening Scale. Journal of Emotional and Behavioral Disorders, 2008, 16, 178-190.	1.1	72
149	Primary Prevention Programs at the Elementary Level: Issues of Treatment Integrity, Systematic Screening, and Reinforcement. Education and Treatment of Children, 2008, 31, 465-494.	0.6	46
150	Systematic Screening at the Middle School Level. Journal of Emotional and Behavioral Disorders, 2007, 15, 209-222.	1.1	67
151	Teacher and Parent Expectations of Preschoolers' Behavior. Topics in Early Childhood Special Education, 2007, 27, 86-97.	1.5	48
152	Function-Based Interventions for Students Who Are Nonresponsive to Primary and Secondary Prevention Efforts. Journal of Emotional and Behavioral Disorders, 2007, 15, 169-183.	1.1	47
153	How Do Different Types of High School Students Respond to Schoolwide Positive Behavior Support Programs?. Journal of Emotional and Behavioral Disorders, 2007, 15, 3-20.	1.1	54
154	Teaching Elementary School Educators to Design, Implement, and Evaluate Functional Assessment-Based Interventions: Successes and Challenges. Preventing School Failure, 2007, 51, 35-46.	0.4	18
155	Designing, Implementing, and Evaluating Function-Based Interventions Using a Systematic, Feasible Approach. Behavioral Disorders, 2007, 32, 122-139.	0.8	34
156	Supporting Middle School Students with Academic and Behavioral Concerns: A Methodological Illustration for Conducting Secondary Interventions within Three-Tiered Models of Support. Behavioral Disorders, 2007, 33, 5-22.	0.8	17
157	Describing Baseline Conditions: Suggestions for Study Reports. Journal of Behavioral Education, 2007, 16, 224-234.	0.9	38
158	A function-based intervention to decrease disruptive behavior and increase academic engagement.. Journal of Early and Intensive Behavior Intervention: JEIBI, 2007, 4, 348-364.	0.3	10
159	REDUCING SKIN PICKING VIA COMPETING ACTIVITIES. Journal of Applied Behavior Analysis, 2006, 39, 459-462.	2.2	20
160	Teaching Writing Strategies to Young Students Struggling with Writing and at Risk for Behavioral Disorders: Self-Regulated Strategy Development. Teaching Exceptional Children, 2006, 39, 60-64.	0.8	24
161	Efficacy of a Function-Based Intervention in Decreasing Off-Task Behavior Exhibited by a Student With ADHD. Journal of Positive Behavior Interventions, 2006, 8, 201-211.	1.2	78
162	Teacher-Identified Students with and without Academic and Behavioral Concerns: Characteristics and Responsiveness. Behavioral Disorders, 2005, 31, 65-83.	0.8	20

#	ARTICLE	IF	CITATIONS
163	Secondary Teachers' Views on Social Competence. <i>Journal of Special Education</i> , 2004, 38, 174-186.	1.2	59
164	Academic Achievement of K-12 Students with Emotional and Behavioral Disorders. <i>Exceptional Children</i> , 2004, 71, 59-73.	1.4	358
165	Identifying Young Students At Risk for Antisocial Behavior: The Utility of Teachers as Tests of Behavioral Disorders, 2003, 28, 360-369.	0.8	29
166	Young Students At Risk for Antisocial Behavior: The Utility of Academic and Social Skills Interventions. <i>Journal of Emotional and Behavioral Disorders</i> , 1999, 7, 211-223.	1.1	67
167	Social, Emotional, and Behavioral Assessment Within Tiered Decision-Making Frameworks: A Closing Commentary—Looking Back to Move Forward. <i>School Psychology Review</i> , 0, , 1-4.	1.8	0
168	Examining the Schoolwide Expectations Survey for Specific Settings: Descriptive Properties. <i>Journal of Positive Behavior Interventions</i> , 0, , 109830072110266.	1.2	0
169	Exploring Directions for Professional Learning to Enhance Behavior Screening Within a Comprehensive, Integrated, Three-Tiered Model of Prevention. <i>Journal of Positive Behavior Interventions</i> , 0, , 109830072110504.	1.2	3
170	Supporting the Installation of Comprehensive, Integrated, Three-Tiered Models of Prevention: Educator Perspectives. <i>Frontiers in Education</i> , 0, 7, .	1.2	2
171	Ci3T Leadership Team Members' Perceived Facilitators and Barriers to Implementation. <i>Journal of School Leadership</i> , 0, , 105268462210957.	1.3	1
172	Understanding Teachers' Adoption of a Comprehensive Reform Program. <i>Leadership and Policy in Schools</i> , 0, , 1-16.	0.9	0
173	Building Site-Level Capacity for Functional Assessment-Based Interventions: Outcomes of a Professional Learning Series. <i>Behavioral Disorders</i> , 0, , 019874292211015.	0.8	0