

William J Therrien

List of Publications by Year in descending order

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Version: 2024-02-01

43
papers

1,610
citations

394286

19
h-index

330025

37
g-index

54
all docs

54
docs citations

54
times ranked

986
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Fluency and Comprehension Gains as a Result of Repeated Reading. Remedial and Special Education, 2004, 25, 252-261. | 1.7 | 388 |
| 2 | Explicit Instruction: Historical and Contemporary Contexts. Learning Disabilities Research and Practice, 2017, 32, 140-148. | 0.9 | 105 |
| 3 | Replication Research and Special Education. Remedial and Special Education, 2016, 37, 195-204. | 1.7 | 89 |
| 4 | Recommendations for Replication Research in Special Education. Remedial and Special Education, 2016, 37, 244-253. | 1.7 | 88 |
| 5 | Science Instruction for Students with Learning Disabilities: A Meta-Analysis. Learning Disabilities Research and Practice, 2011, 26, 188-203. | 0.9 | 79 |
| 6 | Effect of a Combined Repeated Reading and Question Generation Intervention on Reading Achievement. Learning Disabilities Research and Practice, 2006, 21, 89-97. | 0.9 | 76 |
| 7 | Promoting Open Science to Increase the Trustworthiness of Evidence in Special Education. Exceptional Children, 2018, 85, 104-118. | 1.4 | 68 |
| 8 | Science education for students with special needs. Studies in Science Education, 2012, 48, 187-215. | 3.4 | 61 |
| 9 | Reading Instruction in Science for Students With Learning Disabilities. Learning Disability Quarterly, 2015, 38, 160-173. | 0.9 | 51 |
| 10 | Developing Reading Fluency With Repeated Reading. Intervention in School and Clinic, 2006, 41, 156-160. | 0.8 | 48 |
| 11 | Meta-Analysis of Criterion Validity for Curriculum-Based Measurement in Written Language. Journal of Special Education, 2017, 51, 72-82. | 1.2 | 46 |
| 12 | Null Effects and Publication Bias in Special Education Research. Behavioral Disorders, 2017, 42, 149-158. | 0.8 | 46 |
| 13 | Improving critical thinking growth for disadvantaged groups within elementary school science: A randomized controlled trial using the Science Writing Heuristic approach. Science Education, 2018, 102, 693-710. | 1.8 | 45 |
| 14 | A Teacher's Guide to Meta-Analysis. Teaching Exceptional Children, 2008, 41, 66-71. | 0.8 | 31 |
| 15 | Science Instruction for Students With Emotional and Behavioral Disorders. Remedial and Special Education, 2014, 35, 15-27. | 1.7 | 28 |
| 16 | Language, Access, and Power in the Elementary Science Classroom. Science Education, 2015, 99, 238-259. | 1.8 | 27 |
| 17 | Effects of Combined Reading and Question Generation on Reading Fluency and Comprehension of Three Young Adults With Autism and Intellectual Disability. Focus on Autism and Other Developmental Disabilities, 2012, 27, 135-146. | 0.8 | 26 |
| 18 | Progeny Review. Remedial and Special Education, 2016, 37, 235-243. | 1.7 | 23 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Open accessibility in education research: Enhancing the credibility, equity, impact, and efficiency of research. <i>Educational Psychologist</i> , 2021, 56, 110-121. | 4.7 | 22 |
| 20 | Effectiveness of a Test-Taking Strategy on Achievement in Essay Tests for Students With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2009, 42, 14-23. | 1.5 | 19 |
| 21 | An Experimental Analysis of Reading Fluency. <i>Journal of Behavioral Education</i> , 2009, 18, 35-55. | 0.9 | 19 |
| 22 | Comparison of a Reading Fluency Intervention With and Without Passage Repetition on Reading Achievement. <i>Remedial and Special Education</i> , 2012, 33, 309-319. | 1.7 | 19 |
| 23 | Groupâ€Difference Effect Sizes: Gauging the Practical Importance of Findings from Groupâ€Experimental Research. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 56-63. | 0.9 | 17 |
| 24 | Comparing Performance Standards on the Retention of Words Read Correctly Per Minute. <i>Journal of Behavioral Education</i> , 2008, 17, 328. | 0.9 | 16 |
| 25 | Boosting Fluency and Comprehension to Improve Reading Achievement. <i>Teaching Exceptional Children</i> , 2006, 38, 22-26. | 0.8 | 15 |
| 26 | Explicit Instruction and Next Generation Science Standards Aligned Classrooms: A Fit or a Split?. <i>Learning Disabilities Research and Practice</i> , 2017, 32, 149-154. | 0.9 | 14 |
| 27 | Detection of Sex Differential Item Functioning in the Cornell Critical Thinking Test. <i>European Journal of Psychological Assessment</i> , 2012, 28, 201-207. | 1.7 | 14 |
| 28 | Essay-Writing Strategy for Students Enrolled in a Postsecondary Program for Individuals With Developmental Disabilities. <i>Remedial and Special Education</i> , 2013, 34, 131-141. | 1.7 | 13 |
| 29 | Reread-Adapt and Answer-Comprehend Intervention With Deaf and Hard of Hearing Readers: Effect on Fluency and Reading Achievement. <i>American Annals of the Deaf</i> , 2012, 156, 469-475. | 0.1 | 12 |
| 30 | Engagement among Students with Intellectual Disabilities and First Year Students: A Comparison. <i>Journal of Student Affairs Research and Practice</i> , 2015, 52, 204-219. | 0.6 | 11 |
| 31 | 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 |
| 32 | Introduction to Special Issue: Null Effects and Publication Bias in Learning Disabilities Research. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 5-10. | 0.9 | 10 |
| 33 | Becoming Critical Consumers of Research: Understanding Replication. <i>Intervention in School and Clinic</i> , 2018, 53, 267-275. | 0.8 | 10 |
| 34 | Meta-Analysis of Prompt and Duration for Curriculum-Based Measurement of Written Language. <i>Exceptionality</i> , 2021, 29, 133-149. | 1.1 | 10 |
| 35 | How Can Meta-Analyses Guide Practice? A Review of the Learning Disability Research Base. <i>Remedial and Special Education</i> , 2011, 32, 206-218. | 1.7 | 8 |
| 36 | Enhancing Motivation to Complete Math Tasks Using the High-Preference Strategy. <i>Intervention in School and Clinic</i> , 2009, 44, 146-150. | 0.8 | 7 |

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|----|--|-----|-----------|
| 37 | Using An Inquiry-based Teaching Approach to Improve Science Outcomes for Students with Disabilities: Smapshot and Longitudinal Data. Journal of Science Education for Students With Disabilities, 2010, 15, 27-39. | 0.5 | 7 |
| 38 | Meeting the Diverse Needs of Students with EBD in Inclusive Science Classrooms. Beyond Behavior, 2014, 23, 14-19. | 0.4 | 6 |
| 39 | Utilizing Meta-Analyses to Guide Practice: A Primer. Learning Disabilities Research and Practice, 2020, 35, 111-117. | 0.9 | 4 |
| 40 | Effect of the Reread-Adapt and Answer-Comprehend Intervention on the Reading Achievement of Middle and High School Readers Who are Deaf. Reading Psychology, 2016, 37, 650-663. | 0.7 | 3 |
| 41 | Efficacy of a Second-Grade Science Program: Increasing Science Outcomes for All Students. Remedial and Special Education, 2021, 42, 140-154. | 1.7 | 3 |
| 42 | EFFICACY OF BEHAVIORAL SELF-MANAGEMENT TECHNIQUES WITH ADOLESCENTS WITH LEARNING DISABILITIES AND BEHAVIOR DISORDERS. Advances in Learning and Behavioral Disabilities, 0, , 1-28. | 0.3 | 2 |
| 43 | Lead Exposure in Children: What Special Educators Need to Know. Teaching Exceptional Children, 2023, 55, 412-421. | 0.8 | 0 |