

William J Therrien

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7465460/publications.pdf>

Version: 2024-02-01

43
papers

1,610
citations

393982

19
h-index

329751

37
g-index

54
all docs

54
docs citations

54
times ranked

986
citing authors

#	ARTICLE	IF	CITATIONS
1	Lead Exposure in Children: What Special Educators Need to Know. <i>Teaching Exceptional Children</i> , 2023, 55, 412-421.	0.8	0
2	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
3	Meta-Analysis of Prompt and Duration for Curriculum-Based Measurement of Written Language. <i>Exceptionality</i> , 2021, 29, 133-149.	1.1	10
4	Efficacy of a Second-Grade Science Program: Increasing Science Outcomes for All Students. <i>Remedial and Special Education</i> , 2021, 42, 140-154.	1.7	3
5	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
6	Utilizing Meta-Analyses to Guide Practice: A Primer. <i>Learning Disabilities Research and Practice</i> , 2020, 35, 111-117.	0.9	4
7	Improving critical thinking growth for disadvantaged groups within elementary school science: A randomized controlled trial using the Science Writing Heuristic approach. <i>Science Education</i> , 2018, 102, 693-710.	1.8	45
8	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
9	Group-Difference Effect Sizes: Gauging the Practical Importance of Findings from Group-Experimental Research. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 56-63.	0.9	17
10	Becoming Critical Consumers of Research: Understanding Replication. <i>Intervention in School and Clinic</i> , 2018, 53, 267-275.	0.8	10
11	Promoting Open Science to Increase the Trustworthiness of Evidence in Special Education. <i>Exceptional Children</i> , 2018, 85, 104-118.	1.4	68
12	Meta-Analysis of Criterion Validity for Curriculum-Based Measurement in Written Language. <i>Journal of Special Education</i> , 2017, 51, 72-82.	1.2	46
13	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
14	Explicit Instruction: Historical and Contemporary Contexts. <i>Learning Disabilities Research and Practice</i> , 2017, 32, 140-148.	0.9	105
15	Null Effects and Publication Bias in Special Education Research. <i>Behavioral Disorders</i> , 2017, 42, 149-158.	0.8	46
16	Replication Research and Special Education. <i>Remedial and Special Education</i> , 2016, 37, 195-204.	1.7	89
17	Recommendations for Replication Research in Special Education. <i>Remedial and Special Education</i> , 2016, 37, 244-253.	1.7	88
18	Progeny Review. <i>Remedial and Special Education</i> , 2016, 37, 235-243.	1.7	23

#	ARTICLE	IF	CITATIONS
19	Effect of the Reread-Adapt and Answer-Comprehend Intervention on the Reading Achievement of Middle and High School Readers Who are Deaf. <i>Reading Psychology</i> , 2016, 37, 650-663.	0.7	3
20	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
21	Language, Access, and Power in the Elementary Science Classroom. <i>Science Education</i> , 2015, 99, 238-259.	1.8	27
22	Reading Instruction in Science for Students With Learning Disabilities. <i>Learning Disability Quarterly</i> , 2015, 38, 160-173.	0.9	51
23	Science Instruction for Students With Emotional and Behavioral Disorders. <i>Remedial and Special Education</i> , 2014, 35, 15-27.	1.7	28
24	Meeting the Diverse Needs of Students with EBD in Inclusive Science Classrooms. <i>Beyond Behavior</i> , 2014, 23, 14-19.	0.4	6
25	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
26	Science education for students with special needs. <i>Studies in Science Education</i> , 2012, 48, 187-215.	3.4	61
27	Effects of Combined Reading and Question Generation on Reading Fluency and Comprehension of Three Young Adults With Autism and Intellectual Disability. <i>Focus on Autism and Other Developmental Disabilities</i> , 2012, 27, 135-146.	0.8	26
28	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
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	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
31	Science Instruction for Students with Learning Disabilities: A Meta-Analysis. <i>Learning Disabilities Research and Practice</i> , 2011, 26, 188-203.	0.9	79
32	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
33	Using An Inquiry-based Teaching Approach to Improve Science Outcomes for Students with Disabilities: Snapshot and Longitudinal Data. <i>Journal of Science Education for Students With Disabilities</i> , 2010, 15, 27-39.	0.5	7
34	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
35	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
36	An Experimental Analysis of Reading Fluency. <i>Journal of Behavioral Education</i> , 2009, 18, 35-55.	0.9	19

#	ARTICLE	IF	CITATIONS
37	Comparing Performance Standards on the Retention of Words Read Correctly Per Minute. Journal of Behavioral Education, 2008, 17, 328.	0.9	16
38	A Teacher's Guide to Meta-Analysis. Teaching Exceptional Children, 2008, 41, 66-71.	0.8	31
39	Developing Reading Fluency With Repeated Reading. Intervention in School and Clinic, 2006, 41, 156-160.	0.8	48
40	Boosting Fluency and Comprehension to Improve Reading Achievement. Teaching Exceptional Children, 2006, 38, 22-26.	0.8	15
41	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
42	Fluency and Comprehension Gains as a Result of Repeated Reading. Remedial and Special Education, 2004, 25, 252-261.	1.7	388
43	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