

Lynn S Fuchs

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

374 papers	21,378 citations	78 h-index	131 g-index
402 ext. papers	23,221 ext. citations	2.4 avg, IF	7 L-index

#	Paper	IF	Citations
374	Oral Reading Fluency as an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis. <i>Scientific Studies of Reading</i> , 2001 , 5, 239-256	3.8	865
373	Quality Indicators for Group Experimental and Quasi-Experimental Research in Special Education. <i>Exceptional Children</i> , 2005 , 71, 149-164	2.7	574
372	Introduction to response to intervention: What, why, and how valid is it?. <i>Reading Research Quarterly</i> , 2006 , 41, 93-99	2.6	572
371	Redefining Learning Disabilities as Inadequate Response to Instruction: The Promise and Potential Problems. <i>Learning Disabilities Research and Practice</i> , 2003 , 18, 137-146	0.8	447
370	Teaching Reading Comprehension Strategies to Students With Learning Disabilities: A Review of Research. <i>Review of Educational Research</i> , 2001 , 71, 279-320	10.3	405
369	Effects of systematic formative evaluation: a meta-analysis. <i>Exceptional Children</i> , 1986 , 53, 199-208	2.7	399
368	Peer-Assisted Learning Strategies: Making Classrooms More Responsive to Diversity. <i>American Educational Research Journal</i> , 1997 , 34, 174-206	2.9	394
367	Inclusive Schools Movement and the Radicalization of Special Education Reform. <i>Exceptional Children</i> , 1994 , 60, 294-309	2.7	357
366	The cognitive correlates of third-grade skill in arithmetic, algorithmic computation, and arithmetic word problems.. <i>Journal of Educational Psychology</i> , 2006 , 98, 29-43	5.3	345
365	The Prevention, Identification, and Cognitive Determinants of Math Difficulty.. <i>Journal of Educational Psychology</i> , 2005 , 97, 493-513	5.3	342
364	The Validity of Informal Reading Comprehension Measures. <i>Remedial and Special Education</i> , 1988 , 9, 20-28	2.1	295
363	Association of numeracy and diabetes control. <i>Annals of Internal Medicine</i> , 2008 , 148, 737-46	8	288
362	Sources of Individual Differences in Reading Comprehension and Reading Fluency.. <i>Journal of Educational Psychology</i> , 2003 , 95, 719-729	5.3	278
361	Using Curriculum-Based Measurement to Improve Student Achievement: Review of Research. <i>Psychology in the Schools</i> , 2005 , 42, 795-819	1.5	271
360	The Effects of Frequent Curriculum-Based Measurement and Evaluation on Pedagogy, Student Achievement, and Student Awareness of Learning. <i>American Educational Research Journal</i> , 1984 , 21, 449-460	2.9	271
359	Paradigmatic Distinctions between Instructionally Relevant Measurement Models. <i>Exceptional Children</i> , 1991 , 57, 488-500	2.7	249
358	Using Curriculum-based Measurement to Establish Growth Standards for Students with Learning Disabilities. <i>School Psychology Review</i> , 2001 , 30, 507-524	1.6	247

357	National Institutes of Health Consensus Development Conference Statement: diagnosis and treatment of attention-deficit/hyperactivity disorder (ADHD). <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 2000 , 39, 182-93	7.2	241
356	Formative Evaluation of Academic Progress: How Much Growth Can We Expect?. <i>School Psychology Review</i> , 1993 , 22, 27-48	1.6	235
355	Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures.. <i>Journal of Educational Psychology</i> , 2006 , 98, 394-409	5.3	208
354	Smart RTI: A Next-Generation Approach to Multilevel Prevention. <i>Exceptional Children</i> , 2012 , 78, 263-279	2.7	190
353	The Blurring of Special Education in a New Continuum of General Education Placements and Services. <i>Exceptional Children</i> , 2010 , 76, 301-323	2.7	179
352	The Past, Present, and Future of Curriculum-Based Measurement Research. <i>School Psychology Review</i> , 2004 , 33, 188-192	1.6	175
351	Developmental predictors of fraction concepts and procedures. <i>Journal of Experimental Child Psychology</i> , 2013 , 116, 45-58	2.3	171
350	Neural predictors of individual differences in response to math tutoring in primary-grade school children. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2013 , 110, 8230-8235	11.5	169
349	Do different types of school mathematics development depend on different constellations of numerical versus general cognitive abilities?. <i>Developmental Psychology</i> , 2010 , 46, 1731-46	3.7	163
348	Improving at-risk learners' understanding of fractions.. <i>Journal of Educational Psychology</i> , 2013 , 105, 683-700	5.3	160
347	Problem Solving and Computational Skill: Are They Shared or Distinct Aspects of Mathematical Cognition?. <i>Journal of Educational Psychology</i> , 2008 , 100, 30-47	5.3	158
346	Responding to Nonresponders: An Experimental Field Trial of Identification and Intervention Methods. <i>Exceptional Children</i> , 2005 , 71, 445-463	2.7	158
345	Responsiveness-to-intervention: a decade later. <i>Journal of Learning Disabilities</i> , 2012 , 45, 195-203	2.7	151
344	Effects of Curriculum-Based Measurement and Consultation on Teacher Planning and Student Achievement in Mathematics Operations. <i>American Educational Research Journal</i> , 1991 , 28, 617-641	2.9	150
343	Identifying Reading Disabilities by Responsiveness-to-Instruction: Specifying Measures and Criteria. <i>Learning Disability Quarterly</i> , 2004 , 27, 216-227	0.6	149
342	Enhancing third-grade student' mathematical problem solving with self-regulated learning strategies.. <i>Journal of Educational Psychology</i> , 2003 , 95, 306-315	5.3	143
341	Assessing Intervention Responsiveness: Conceptual and Technical Issues. <i>Learning Disabilities Research and Practice</i> , 2003 , 18, 172-186	0.8	139
340	A Model for Implementing Responsiveness to Intervention. <i>Teaching Exceptional Children</i> , 2007 , 39, 14-20	2.7	131

339	Identifying a Measure for Monitoring Student Reading Progress. <i>School Psychology Review</i> , 1992 , 21, 45-58	1.6	130
338	Monitoring Early Reading Development in First Grade: Word Identification Fluency versus Nonsense Word Fluency. <i>Exceptional Children</i> , 2004 , 71, 7-21	2.7	128
337	Remediating Number Combination and Word Problem Deficits Among Students With Mathematics Difficulties: A Randomized Control Trial. <i>Journal of Educational Psychology</i> , 2009 , 101, 561-576	5.3	127
336	Selecting At-Risk First-Grade Readers for Early Intervention: Eliminating False Positives and Exploring the Promise of a Two-Stage Gated Screening Process. <i>Journal of Educational Psychology</i> , 2010 , 102, 327-340	5.3	127
335	Enhancing Students' Helping Behavior during Peer-Mediated Instruction with Conceptual Mathematical Explanations. <i>Elementary School Journal</i> , 1997 , 97, 223-249	1.1	124
334	Effecting Superior Achievement Using Curriculum-Based Measurement: The Importance of Individual Progress Monitoring. <i>Learning Disabilities Research and Practice</i> , 2000 , 15, 128-134	0.8	122
333	The Effects of Peer-Assisted Learning Strategies and Curriculum-Based Measurement on the Mathematics Performance of Secondary Students with Disabilities. <i>Remedial and Special Education</i> , 2003 , 24, 235-245	2.1	120
332	Mathematical problem-solving profiles of students with mathematics disabilities with and without comorbid reading disabilities. <i>Journal of Learning Disabilities</i> , 2002 , 35, 563-73	2.7	117
331	Is reading important in reading-readiness programs? A randomized field trial with teachers as program implementers.. <i>Journal of Educational Psychology</i> , 2001 , 93, 251-267	5.3	115
330	Development and validation of the Diabetes Numeracy Test (DNT). <i>BMC Health Services Research</i> , 2008 , 8, 96	2.9	113
329	Effects of Explicit Teaching and Peer Tutoring on the Reading Achievement of Learning-Disabled and Low-Performing Students in Regular Classrooms. <i>Elementary School Journal</i> , 1995 , 95, 387-408	1.1	113
328	The contributions of numerosity and domain-general abilities to school readiness. <i>Child Development</i> , 2010 , 81, 1520-33	4.9	112
327	Supplementing Teacher Judgments of Mathematics Test Accommodations with Objective Data Sources. <i>School Psychology Review</i> , 2000 , 29, 65-85	1.6	111
326	Explicitly teaching for transfer: Effects on third-grade students' mathematical problem solving.. <i>Journal of Educational Psychology</i> , 2003 , 95, 293-305	5.3	110
325	Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice. <i>Learning Disability Quarterly</i> , 2008 , 31, 79-92	0.6	107
324	Treatment Validity as a Unifying Construct for Identifying Learning Disabilities. <i>Learning Disability Quarterly</i> , 2002 , 25, 33-45	0.6	107
323	Does working memory moderate the effects of fraction intervention? An aptitude-treatment interaction.. <i>Journal of Educational Psychology</i> , 2014 , 106, 499-514	5.3	105
322	Effects of Preventative Tutoring on the Mathematical Problem Solving of Third-Grade Students With Math and Reading Difficulties. <i>Exceptional Children</i> , 2008 , 74, 155-173	2.7	103

321	The effects of computer-assisted instruction on number combination skill in at-risk first graders. <i>Journal of Learning Disabilities</i> , 2006 , 39, 467-75	2.7	100
320	Effects of First-Grade Number Knowledge Tutoring With Contrasting Forms of Practice. <i>Journal of Educational Psychology</i> , 2013 , 105, 58-77	5.3	99
319	Peer-Assisted Learning Strategies: Promoting Word Recognition, Fluency, and Reading Comprehension in Young Children. <i>Journal of Special Education</i> , 2005 , 39, 34-44	1.4	97
318	Responsiveness to mathematical problem-solving instruction: comparing students at risk of mathematics disability with and without risk of reading disability. <i>Journal of Learning Disabilities</i> , 2004 , 37, 293-306	2.7	96
317	Effects of Small-Group Tutoring with and without Validated Classroom Instruction on At-Risk Students' Math Problem Solving: Are Two Tiers of Prevention Better Than One?. <i>Journal of Educational Psychology</i> , 2008 , 100, 491-509	5.3	95
316	Effects of Expert System Consultation within Curriculum-Based Measurement, Using a Reading Maze Task. <i>Exceptional Children</i> , 1992 , 58, 436-450	2.7	95
315	Does early reading failure decrease children's reading motivation?. <i>Journal of Learning Disabilities</i> , 2008 , 41, 387-404	2.7	94
314	The cognitive and academic profiles of reading and mathematics learning disabilities. <i>Journal of Learning Disabilities</i> , 2012 , 45, 79-95	2.7	91
313	General and math-specific predictors of sixth-graders' knowledge of fractions. <i>Cognitive Development</i> , 2015 , 35, 34-49	1.7	89
312	Examining the Reading Difficulty of Secondary Students with Learning Disabilities: Expository Versus Narrative Text. <i>Remedial and Special Education</i> , 2002 , 23, 31-41	2.1	86
311	Peer-Assisted Learning Strategies: An Evidence-Based Practice to Promote Reading Achievement. <i>Learning Disabilities Research and Practice</i> , 2000 , 15, 85-91	0.8	86
310	Effects of Peer-Assisted Learning Strategies on High School Students with Serious Reading Problems. <i>Remedial and Special Education</i> , 1999 , 20, 309-318	2.1	85
309	What Is Intensive Instruction and Why Is It Important?. <i>Teaching Exceptional Children</i> , 2014 , 46, 13-18	1	84
308	Peer-Assisted Learning Strategies for English Language Learners with Learning Disabilities. <i>Exceptional Children</i> , 2005 , 71, 231-247	2.7	83
307	Accuracy and Fluency in List and Context Reading of Skilled and RD Groups: Absolute and Relative Performance Levels. <i>Learning Disabilities Research and Practice</i> , 2003 , 18, 237-245	0.8	82
306	Peer-Assisted Learning Strategies in Reading: Extensions for Kindergarten, First Grade, and High School. <i>Remedial and Special Education</i> , 2001 , 22, 15-21	2.1	82
305	Rethinking Response to Intervention at Middle and High School. <i>School Psychology Review</i> , 2010 , 39, 22-28	1.6	81
304	The Effects of Strategic Counting Instruction, with and without Deliberate Practice, on Number Combination Skill among Students with Mathematics Difficulties. <i>Learning and Individual Differences</i> , 2010 , 20, 89-100	3.1	81

303	Effects of curriculum within curriculum-based measurement. <i>Exceptional Children</i> , 1991 , 58, 232-43	2.7	80
302	Making Secondary intervention work in a three-tier responsiveness-to-intervention model: findings from the first-grade longitudinal reading study of the National Research Center on Learning Disabilities. <i>Reading and Writing</i> , 2008 , 21, 413-436	2.1	79
301	Classwide Curriculum-Based Measurement: Helping General Educators Meet the Challenge of Student Diversity. <i>Exceptional Children</i> , 1994 , 60, 518-537	2.7	79
300	Effects of Instrumental Use of Curriculum-Based Measurement to Enhance Instructional Programs. <i>Remedial and Special Education</i> , 1989 , 10, 43-52	2.1	79
299	Cognitive and mathematical profiles for different forms of learning difficulties. <i>Journal of Learning Disabilities</i> , 2015 , 48, 156-75	2.7	78
298	Evidence-Based Practices in a Changing World: Reconsidering the Counterfactual in Education Research. <i>Educational Researcher</i> , 2014 , 43, 242-252	4.8	78
297	Exploring Effective and Efficient Prereferral Interventions: A Component Analysis of Behavioral Consultation. <i>School Psychology Review</i> , 1989 , 18, 260-283	1.6	78
296	Mathematics Screening and Progress Monitoring at First Grade: Implications for Responsiveness to Intervention. <i>Exceptional Children</i> , 2007 , 73, 311-330	2.7	77
295	Monitoring Reading Growth Using Student Recalls: Effects of Two Teacher Feedback Systems. <i>Journal of Educational Research</i> , 1989 , 83, 103-110	1.1	77
294	The Predictive Validity of Dynamic Assessment: A Review. <i>Journal of Special Education</i> , 2008 , 41, 254-270	0.4	76
293	Critique of the National Evaluation of Response to Intervention: A Case for Simpler Frameworks. <i>Exceptional Children</i> , 2017 , 83, 255-268	2.7	75
292	Helping Teachers Formulate Sound Test Accommodation Decisions for Students with Learning Disabilities. <i>Learning Disabilities Research and Practice</i> , 2001 , 16, 174-181	0.8	75
291	Using Objective Data Sources to Enhance Teacher Judgments about Test Accommodations. <i>Exceptional Children</i> , 2000 , 67, 67-81	2.7	74
290	The Nature of Student Interactions During Peer Tutoring With and Without Prior Training and Experience. <i>American Educational Research Journal</i> , 1994 , 31, 75-103	2.9	74
289	Errors in multi-digit arithmetic and behavioral inattention in children with math difficulties. <i>Journal of Learning Disabilities</i> , 2009 , 42, 356-71	2.7	72
288	High-Achieving Students' Interactions and Performance on Complex Mathematical Tasks as a Function of Homogeneous and Heterogeneous Pairings. <i>American Educational Research Journal</i> , 1998 , 35, 227-267	2.9	72
287	Effects of Alternative Goal Structures within Curriculum-Based Measurement. <i>Exceptional Children</i> , 1989 , 55, 429-438	2.7	72
286	Cognitive tutoring induces widespread neuroplasticity and remediates brain function in children with mathematical learning disabilities. <i>Nature Communications</i> , 2015 , 6, 8453	17.4	71

285	Enhancing Kindergartners' Mathematical Development: Effects of Peer-Assisted Learning Strategies. <i>Elementary School Journal</i> , 2001 , 101, 495-510	1.1	71
284	The Role of Skills Analysis in Curriculum-Based Measurement in Math. <i>School Psychology Review</i> , 1990 , 19, 6-22	1.6	71
283	Tracking children who fly below the radar: Latent transition modeling of students with late-emerging reading disability. <i>Learning and Individual Differences</i> , 2008 , 18, 329-337	3.1	70
282	Prereferral intervention: a prescriptive approach. <i>Exceptional Children</i> , 1990 , 56, 493-513	2.7	70
281	Must Instructionally Useful Performance Assessment Be Based in the Curriculum?. <i>Exceptional Children</i> , 1994 , 61, 15-24	2.7	69
280	Responsiveness-To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents. <i>Teaching Exceptional Children</i> , 2005 , 38, 57-61	1	66
279	Sources of individual differences in children's understanding of fractions. <i>Child Development</i> , 2014 , 85, 1461-76	4.9	65
278	Enhancing First-Grade Children's Mathematical Development with Peer-Assisted Learning Strategies. <i>School Psychology Review</i> , 2002 , 31, 569-583	1.6	64
277	Reaching the Mountaintop: Addressing the Common Core Standards in Mathematics for Students with Mathematics Difficulties. <i>Learning Disabilities Research and Practice</i> , 2013 , 28, 38-48	0.8	63
276	Research on Peer-Assisted Learning Strategies: The Promise and Limitations of Peer-Mediated Instruction. <i>Reading and Writing Quarterly</i> , 2006 , 22, 5-25	1.2	63
275	Instructional Adaptation for Students at Risk. <i>Journal of Educational Research</i> , 1992 , 86, 70-84	1.1	62
274	Expanding Schema-Based Transfer Instruction to Help Third Graders Solve Real-Life Mathematical Problems. <i>American Educational Research Journal</i> , 2004 , 41, 419-445	2.9	61
273	Enhancing mathematical problem solving among third-grade students with schema-based instruction.. <i>Journal of Educational Psychology</i> , 2004 , 96, 635-647	5.3	61
272	The Efficacy of Peer Tutoring in Reading for Students with Mild Disabilities: A Best-Evidence Synthesis. <i>School Psychology Review</i> , 1994 , 23, 59-80	1.6	61
271	The Potential for Diagnostic Analysis within Curriculum-Based Measurement. <i>Assessment for Effective Intervention</i> , 2003 , 28, 13-22	0.8	59
270	The Many Faces of Special Education Within RTI Frameworks in the United States and Finland. <i>Learning Disability Quarterly</i> , 2016 , 39, 58-66	0.6	58
269	Accelerating chronically unresponsive children to tier 3 instruction: what level of data is necessary to ensure selection accuracy?. <i>Journal of Learning Disabilities</i> , 2012 , 45, 204-16	2.7	58
268	Principles for the Prevention and Intervention of Mathematics Difficulties. <i>Learning Disabilities Research and Practice</i> , 2001 , 16, 85-95	0.8	58

267	Is Word-Problem Solving a Form of Text Comprehension?. <i>Scientific Studies of Reading</i> , 2015 , 19, 204-223.	3.8	56
266	Effects of Fact Retrieval Tutoring on Third-Grade Students with Math Difficulties with and without Reading Difficulties. <i>Learning Disabilities Research and Practice</i> , 2009 , 24, 1-11	0.8	56
265	Effects of Task-Focused Goals on Low-Achieving Students With and Without Learning Disabilities. <i>American Educational Research Journal</i> , 1997 , 34, 513-543	2.9	56
264	Acquisition and Transfer Effects of Classwide Peer-Assisted Learning Strategies in Mathematics for Students with Varying Learning Histories. <i>School Psychology Review</i> , 1995 , 24, 604-620	1.6	56
263	The Contribution of Skills Analysis to Curriculum-Based Measurement in Spelling. <i>Exceptional Children</i> , 1991 , 57, 443-452	2.7	55
262	Inclusion Versus Specialized Intervention for Very-Low-Performing Students: What Does Access Mean in an Era of Academic Challenge?. <i>Exceptional Children</i> , 2015 , 81, 134-157	2.7	54
261	The Effects of Schema-Broadening Instruction on Second Graders' Word-Problem Performance and Their Ability to Represent Word Problems with Algebraic Equations: A Randomized Control Study. <i>Elementary School Journal</i> , 2010 , 110, 446-463	1.1	54
260	Contribution of Equal-Sign Instruction beyond Word-Problem Tutoring for Third-Grade Students with Mathematics Difficulty. <i>Journal of Educational Psychology</i> , 2010 , 102, 381-394	5.3	54
259	The early prevention of mathematics difficulty: its power and limitations. <i>Journal of Learning Disabilities</i> , 2012 , 45, 257-69	2.7	52
258	Scaling Up an Early Reading Program: Relationships Among Teacher Support, Fidelity of Implementation, and Student Performance Across Different Sites and Years. <i>Educational Evaluation and Policy Analysis</i> , 2008 , 30, 368-388	2.6	52
257	Using CBM as an Indicator of Decoding, Word Reading, and Comprehension: Do the Relations Change With Grade?. <i>School Psychology Review</i> , 2005 , 34, 9-26	1.6	52
256	Does Calculation or Word-Problem Instruction Provide A Stronger Route to Pre-Algebraic Knowledge?. <i>Journal of Educational Psychology</i> , 2014 , 106, 990-1006	5.3	51
255	Contributions of domain-general cognitive resources and different forms of arithmetic development to pre-algebraic knowledge. <i>Developmental Psychology</i> , 2012 , 48, 1315-26	3.7	51
254	Bridging the research-to-practice gap with mainstream assistance teams: A cautionary tale.. <i>School Psychology Quarterly</i> , 1996 , 11, 244-266	0	51
253	Improving the Reliability of Curriculum-Based Measures of Academic Skills for Psychoeducational Decision Making. <i>Assessment for Effective Intervention</i> , 1983 , 8, 135-149		51
252	Rethinking Service Delivery for Students With Significant Learning Problems: Developing and Implementing Intensive Instruction. <i>Remedial and Special Education</i> , 2015 , 36, 105-111	2.1	50
251	Cognitive Arithmetic Differences in Learning Difficulty Groups and the Role of Behavioral Inattention. <i>Learning Disabilities Research and Practice</i> , 2007 , 22, 25-35	0.8	50
250	Aberrant functional activation in school age children at-risk for mathematical disability: a functional imaging study of simple arithmetic skill. <i>Neuropsychologia</i> , 2009 , 47, 2470-9	3.2	49

249	Progress Monitoring as Essential Practice within Response to Intervention. <i>Rural Special Education Quarterly</i> , 2008 , 27, 10-17	1	49
248	Understanding, educating, and supporting children with specific learning disabilities: 50 years of science and practice. <i>American Psychologist</i> , 2020 , 75, 37-51	9.5	49
247	Effects of Peer-Mediated Reading Instruction on the On-Task Behavior and Social Interaction of Children with Behavior Disorders. <i>Journal of Emotional and Behavioral Disorders</i> , 1995 , 3, 92-99	1.5	48
246	Efficacy of a First-Grade Responsiveness-to-Intervention Prevention Model for Struggling Readers. <i>Reading Research Quarterly</i> , 2013 , 48, 135-154	2.6	47
245	The construct and predictive validity of a dynamic assessment of young children learning to read: implications for RTI frameworks. <i>Journal of Learning Disabilities</i> , 2011 , 44, 339-47	2.7	47
244	Extending Responsiveness to Intervention to Mathematics at First and Third Grades. <i>Learning Disabilities Research and Practice</i> , 2007 , 22, 13-24	0.8	47
243	A Conservative Approach to Special Education Reform: Mainstreaming Through Transenvironmental Programming and Curriculum-Based Measurement. <i>American Educational Research Journal</i> , 1993 , 30, 149-177	2.9	47
242	Pathways to Third-Grade Calculation Versus Word-Reading Competence: Are They More Alike or Different?. <i>Child Development</i> , 2016 , 87, 558-67	4.9	46
241	Dynamic Assessment of Algebraic Learning in Predicting Third Graders' Development of Mathematical Problem Solving. <i>Journal of Educational Psychology</i> , 2008 , 100, 829-850	5.3	46
240	General Educators' Specialized Adaptation for Students with Learning Disabilities. <i>Exceptional Children</i> , 1995 , 61, 440-459	2.7	46
239	Developmental growth trajectories in understanding of fraction magnitude from fourth through sixth grade. <i>Developmental Psychology</i> , 2016 , 52, 746-57	3.7	46
238	Supported self-explaining during fraction intervention.. <i>Journal of Educational Psychology</i> , 2016 , 108, 493-508	5.3	46
237	First-grade cognitive abilities as long-term predictors of reading comprehension and disability status. <i>Journal of Learning Disabilities</i> , 2012 , 45, 217-31	2.7	44
236	Explicitly Teaching for Transfer: Effects on the Mathematical Problem-Solving Performance of Students with Mathematics Disabilities. <i>Learning Disabilities Research and Practice</i> , 2002 , 17, 90-106	0.8	44
235	Measuring Pupil Progress: A Comparison of Standardized Achievement Tests and Curriculum-Related Measures. <i>Assessment for Effective Intervention</i> , 1986 , 11, 77-90		44
234	Monitoring Progress Among Mildly Handicapped Pupils: Review of Current Practice and Research. <i>Remedial and Special Education</i> , 1986 , 7, 5-12	2.1	44
233	Development of fraction concepts and procedures in U.S. and Chinese children. <i>Journal of Experimental Child Psychology</i> , 2015 , 129, 68-83	2.3	43
232	The Cognitive Predictors of Computational Skill with Whole versus Rational Numbers: An Exploratory Study. <i>Learning and Individual Differences</i> , 2011 , 21, 536-542	3.1	43

231	Mathematics Performance Assessment in the Classroom: Effects on Teacher Planning and Student Problem Solving. <i>American Educational Research Journal</i> , 1999 , 36, 609-646	2.9	42
230	Reliability and Validity of Curriculum-Based Informal Reading Inventories. <i>Reading Research Quarterly</i> , 1982 , 18, 6	2.6	42
229	Enhancing Mathematical Problem Solving for Students with Disabilities. <i>Journal of Special Education</i> , 2005 , 39, 45-57	1.4	41
228	Cognitive and numerosity predictors of mathematical skills in middle school. <i>Journal of Experimental Child Psychology</i> , 2016 , 145, 95-119	2.3	40
227	Curriculum-Based Measurement: Describing Competence, Enhancing Outcomes, Evaluating Treatment Effects, and Identifying Treatment Nonresponders. <i>Peabody Journal of Education</i> , 2002 , 77, 64-84	0.7	40
226	General, Special, and Remedial Teachers' Acceptance of Behavioral and Instructional Strategies for Mainstreaming Students with Mild Handicaps. <i>Remedial and Special Education</i> , 1991 , 12, 6-17	2.1	40
225	The neural correlates of calculation ability in children: an fMRI study. <i>Magnetic Resonance Imaging</i> , 2009 , 27, 1187-97	3.3	39
224	Effects of Workgroup Structure and Size on Student Productivity during Collaborative Work on Complex Tasks. <i>Elementary School Journal</i> , 2000 , 100, 183-212	1.1	39
223	Curriculum-Based Assessment of Progress Toward Long-Term and Short-Term Goals. <i>Journal of Special Education</i> , 1986 , 20, 69-82	1.4	39
222	Text Comprehension and Oral Language as Predictors of Word-Problem Solving: Insights into Word-Problem Solving as a Form of Text Comprehension. <i>Scientific Studies of Reading</i> , 2018 , 22, 152-166 ^{3.8}		39
221	Technical Features of a Mathematics Concepts and Applications Curriculum-Based Measurement System. <i>Assessment for Effective Intervention</i> , 1994 , 19, 23-49		38
220	Test Procedure Bias: A Meta-Analysis of Examiner Familiarity Effects. <i>Review of Educational Research</i> , 1986 , 56, 243-262	10.3	38
219	Norm-referenced tests: are they valid for use with handicapped students?. <i>Exceptional Children</i> , 1987 , 54, 263-71	2.7	38
218	Evaluation of the adaptive learning environments model. <i>Exceptional Children</i> , 1988 , 55, 115-27	2.7	38
217	Effects of a Multitier Support System on Calculation, Word Problem, and Prealgebraic Performance Among At-Risk Learners. <i>Exceptional Children</i> , 2015 , 81, 443-470	2.7	37
216	Effects of Intervention to Improve At-Risk Fourth Graders' Understanding, Calculations, and Word Problems with Fractions. <i>Elementary School Journal</i> , 2016 , 116, 625-651	1.1	37
215	Effects of Expert System Advice Within Curriculum-Based Measurement on Teacher Planning and Student Achievement in Spelling. <i>School Psychology Review</i> , 1991 , 20, 49-66	1.6	37
214	Dynamic Assessment as Responsiveness to Intervention; a Scripted Protocol to Identify Young At-Risk Readers. <i>Teaching Exceptional Children</i> , 2007 , 39, 58-63	1	36

213	General Educators' Instructional Adaptation for Students with Learning Disabilities. <i>Learning Disability Quarterly</i> , 1998 , 21, 23-33	0.6	36
212	Effects of Peer-Assisted Learning Strategies in Reading with and without Training in Elaborated Help Giving. <i>Elementary School Journal</i> , 1999 , 99, 201-219	1.1	36
211	Developing Curriculum-Based Measurement Systems For Data-Based Special Education Problem Solving. <i>Focus on Exceptional Children</i> , 1987 , 19,	0	36
210	Intervention effects for students with comorbid forms of learning disability: understanding the needs of nonresponders. <i>Journal of Learning Disabilities</i> , 2013 , 46, 534-48	2.7	35
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