

# Lynn S Fuchs

## List of Publications by Year in Descending Order

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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	Comorbidity in Reading Comprehension and Word-Problem Solving Difficulties: Exploring Shared Risk Factors and Their Impact on Language Minority Learners.. <i>Journal of Learning Disabilities</i> , <b>2022</b> , 222, 194-211	2.7	11068355
373	Connections between Mathematics and Reading Development: Numerical Cognition Mediates Relations between Foundational Competencies and Later Academic Outcomes.. <i>Journal of Educational Psychology</i> , <b>2022</b> , 114, 273-288	5.3	0
372	The Effects of Language Instruction on Math Development.. <i>Child Development Perspectives</i> , <b>2022</b> , 16, 69-75	5.5	
371	Data-Based Individualization in Reading. <b>2022</b> , 3, 4-13		
370	Domain General and Specific Contributions to Algebra: A Sequenced Longitudinal Path Model. <i>Contemporary Educational Psychology</i> , <b>2021</b> , 102026	5.6	0
369	Bringing Data-Based Individualization to Scale: A Call for the Next-Generation Technology of Teacher Supports. <i>Journal of Learning Disabilities</i> , <b>2021</b> , 54, 319-333	2.7	5
368	Can Teaching Fractions Improve Teachers' Fraction Understanding?. <i>Elementary School Journal</i> , <b>2021</b> , 121, 656-673	1.1	0
367	Alternative paths to improved word-problem performance: An advantage for embedding prealgebraic reasoning instruction within word-problem intervention.. <i>Journal of Educational Psychology</i> , <b>2021</b> , 113, 898-910	5.3	10
366	Addressing Challenging Mathematics Standards With At-Risk Learners: A Randomized Controlled Trial on the Effects of Fractions Intervention at Third Grade. <i>Exceptional Children</i> , <b>2021</b> , 87, 163-182	2.7	5
365	A Quasiexperimental Evaluation of Two Versions of First-Grade PALS: One With and One Without Repeated Reading. <i>Exceptional Children</i> , <b>2021</b> , 87, 141-162	2.7	1
364	Closing the Word-Problem Achievement Gap in First Grade: Schema-Based Word-Problem Intervention with Embedded Language Comprehension Instruction. <i>Journal of Educational Psychology</i> , <b>2021</b> , 113, 86-103	5.3	22
363	Is "Response/No Response" Too Simple a Notion for RTI Frameworks? Exploring Multiple Response Types With Latent Profile Analysis. <i>Journal of Learning Disabilities</i> , <b>2020</b> , 53, 454-468	2.7	4
362	Dynamic Assessment for Identifying Spanish-Speaking English Learners' Risk for Mathematics Disabilities: Does Language of Administration Matter?. <i>Journal of Learning Disabilities</i> , <b>2020</b> , 53, 380-398	2.7	1
361	Improving Language Comprehension to Enhance Word-Problem Solving. <i>Reading and Writing Quarterly</i> , <b>2020</b> , 36, 142-156	1.2	
360	New Standards and Old Divides: Policy Attitudes About College- and Career-Readiness Standards for Students with Disabilities. <i>Teachers College Record</i> , <b>2020</b> , 122, 1-32	0.9	3
359	Understanding, educating, and supporting children with specific learning disabilities: 50 years of science and practice. <i>American Psychologist</i> , <b>2020</b> , 75, 37-51	9.5	49
358	Improving Language Comprehension to Enhance Word-Problem Solving. <i>Reading and Writing Quarterly</i> , <b>2020</b> , 36, 142-156	1.2	6

357	Do the Processes Engaged During Mathematical Word-Problem Solving Differ Along the Distribution of Word-Problem Competence?. <i>Contemporary Educational Psychology</i> , <b>2020</b> , 60, 101811-101811	5.6	4
356	Language-Related Longitudinal Predictors of Arithmetic Word Problem Solving: A Structural Equation Modeling Approach. <i>Contemporary Educational Psychology</i> , <b>2020</b> , 60, 101825-101825	5.6	4
355	Keys to the Gate? Equal Sign Knowledge at Second Grade Predicts Fourth-Grade Algebra Competence. <i>Child Development</i> , <b>2020</b> , 91, e14-e28	4.9	13
354	Prevention: Necessary But Insufficient? A 2-Year Follow-Up of an Effective First-Grade Mathematics Intervention. <i>Child Development</i> , <b>2020</b> , 91, 382-400	4.9	9
353	Addressing the role of working memory in mathematical word-problem solving when designing intervention for struggling learners. <i>ZDM - International Journal on Mathematics Education</i> , <b>2020</b> , 52, 87-96	2	13
352	Cognitive Correlates of the Covariance in Reading and Arithmetic Fluency: Importance of Serial Retrieval Fluency. <i>Child Development</i> , <b>2020</b> , 91, 1063-1080	4.9	20
351	Using Moderator Analysis to Identify the First-Grade Children Who Benefit More and Less from a Reading Comprehension Program: A Step Toward Aptitude-by-Treatment Interaction. <i>Exceptional Children</i> , <b>2019</b> , 85, 229-247	2.7	6
350	Embedding Self-Regulation Instruction Within Fractions Intervention for Third Graders With Mathematics Difficulties. <i>Journal of Learning Disabilities</i> , <b>2019</b> , 52, 337-348	2.7	12
349	Introduction to Special Issue. Models for Innovation: Advancing Approaches to Higher-Risk and Higher-Impact Learning Disabilities Science. <i>New Directions for Child and Adolescent Development</i> , <b>2019</b> , 2019, 5-10	1.3	0
348	The Role of Cognitive Processes in Treating Mathematics Learning Difficulties <b>2019</b> , 295-320		5
347	Connections Between Reading Comprehension and Word-Problem Solving via Oral Language Comprehension: Implications for Comorbid Learning Disabilities. <i>New Directions for Child and Adolescent Development</i> , <b>2019</b> , 2019, 73-90	1.3	9
346	The Mathematical Performance of At-Risk First Graders as a Function of Limited English Proficiency Status. <i>Learning Disability Quarterly</i> , <b>2019</b> , 42, 244-251	0.6	4
345	Three Frameworks for Assessing Responsiveness to Instruction as a Means of Identifying Mathematical Learning Disabilities <b>2019</b> , 669-681		1
344	Quality of Explanation as an Indicator of Fraction Magnitude Understanding. <i>Journal of Learning Disabilities</i> , <b>2019</b> , 52, 181-191	2.7	1
343	A Cognitive Dimensional Approach to Understanding Shared and Unique Contributions to Reading, Math, and Attention Skills. <i>Journal of Learning Disabilities</i> , <b>2019</b> , 52, 15-30	2.7	31
342	Variables influencing algebra performance: Understanding rational numbers is essential. <i>Learning and Individual Differences</i> , <b>2019</b> , 74, 101758	3.1	6
341	Does an integrated focus on fractions and decimals improve at-risk students' rational number magnitude performance?. <i>Contemporary Educational Psychology</i> , <b>2019</b> , 59, 101782	5.6	4
340	Temporo-frontal activation during phonological processing predicts gains in arithmetic facts in young children. <i>Developmental Cognitive Neuroscience</i> , <b>2019</b> , 40, 100735	5.5	4

339	Does the Severity of Students' Pre-Intervention Math Deficits Affect Responsiveness to Generally Effective First-Grade Intervention?. <i>Exceptional Children</i> , <b>2019</b> , 85, 147-162	2.7	8
338	A Longitudinal Analysis of the Trajectories and Predictors of Word Reading and Reading Comprehension Development Among At-Risk Readers. <i>Journal of Learning Disabilities</i> , <b>2019</b> , 52, 195-208 <sup>2.7</sup>	2.7	25
337	Longitudinal algebra prediction for early versus later takers. <i>Journal of Educational Research</i> , <b>2019</b> , 112, 179-191	1.1	4
336	On the Importance of Moderator Analysis in Intervention Research: An Introduction to the Special Issue. <i>Exceptional Children</i> , <b>2019</b> , 85, 126-128	2.7	16
335	Evaluating a Multidimensional Reading Comprehension Program and Reconsidering the Lowly Reputation of Tests of Near-Transfer. <i>Learning Disabilities Research and Practice</i> , <b>2018</b> , 33, 11-23	0.8	21
334	Response-To-Intervention in Finland and the United States: Mathematics Learning Support as an Example. <i>Frontiers in Psychology</i> , <b>2018</b> , 9, 800	3.4	9
333	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> , <b>2018</b> , 22, 152-166 <sup>3.8</sup>	3.8	39
332	Does Initial Learning about the Meaning of Fractions Present Similar Challenges for Students with and without Adequate Whole-Number Skill?. <i>Learning and Individual Differences</i> , <b>2018</b> , 61, 151-157	3.1	12
331	Students with Disabilities' Abysmal School Performance: An Introduction to the Special Issue. <i>Learning Disabilities Research and Practice</i> , <b>2018</b> , 33, 127-130	0.8	15
330	Effective Word-Problem Instruction: Using Schemas to Facilitate Mathematical Reasoning. <i>Teaching Exceptional Children</i> , <b>2018</b> , 51, 31-42	1	18
329	Error Patterns in Ordering Fractions Among At-Risk Fourth-Grade Students. <i>Journal of Learning Disabilities</i> , <b>2017</b> , 50, 337-352	2.7	11
328	Fraction Intervention for Students With Mathematics Difficulties: Lessons Learned From Five Randomized Controlled Trials. <i>Journal of Learning Disabilities</i> , <b>2017</b> , 50, 631-639	2.7	30
327	The Role of Domain-General Cognitive Abilities and Decimal Labels in At-Risk Fourth-Grade Students' Decimal Magnitude Understanding. <i>Learning and Individual Differences</i> , <b>2017</b> , 58, 90-96	3.1	1
326	Cognitive Profiles Associated With Responsiveness to Fraction Intervention. <i>Learning Disabilities Research and Practice</i> , <b>2017</b> , 32, 216-230	0.8	3
325	Critique of the National Evaluation of Response to Intervention: A Case for Simpler Frameworks. <i>Exceptional Children</i> , <b>2017</b> , 83, 255-268	2.7	75
324	Bivariate Developmental Relations between Calculations and Word Problems: A Latent Change Approach. <i>Contemporary Educational Psychology</i> , <b>2017</b> , 51, 83-98	5.6	3
323	Measuring arithmetic: A psychometric approach to understanding formatting effects and domain specificity. <i>Journal of Educational Psychology</i> , <b>2017</b> , 109, 956-976	5.3	
322	Cognitive Profiles of Mathematical Problem Solving Learning Disability for Different Definitions of Disability. <i>Journal of Learning Disabilities</i> , <b>2016</b> , 49, 240-56	2.7	20

3 <sup>21</sup>	Reconfiguration of parietal circuits with cognitive tutoring in elementary school children. <i>Cortex</i> , <b>2016</b> , 83, 231-45	3.8	21
3 <sup>20</sup>	A longitudinal study on predictors of early calculation development among young children at risk for learning difficulties. <i>Journal of Experimental Child Psychology</i> , <b>2016</b> , 152, 221-241	2.3	15
3 <sup>19</sup>	Effects of Intervention to Improve At-Risk Fourth Graders' Understanding, Calculations, and Word Problems with Fractions. <i>Elementary School Journal</i> , <b>2016</b> , 116, 625-651	1.1	37
3 <sup>18</sup>	Cognitive and Linguistic Predictors of Mathematical Word Problems With and Without Irrelevant Information. <i>Learning and Individual Differences</i> , <b>2016</b> , 52, 79-87	3.1	24
3 <sup>17</sup>	Pathways to Third-Grade Calculation Versus Word-Reading Competence: Are They More Alike or Different?. <i>Child Development</i> , <b>2016</b> , 87, 558-67	4.9	46
3 <sup>16</sup>	Plasticity of left perisylvian white-matter tracts is associated with individual differences in math learning. <i>Brain Structure and Function</i> , <b>2016</b> , 221, 1337-51	4	33
3 <sup>15</sup>	Cognitive and numerosity predictors of mathematical skills in middle school. <i>Journal of Experimental Child Psychology</i> , <b>2016</b> , 145, 95-119	2.3	40
3 <sup>14</sup>	The Many Faces of Special Education Within RTI Frameworks in the United States and Finland. <i>Learning Disability Quarterly</i> , <b>2016</b> , 39, 58-66	0.6	58
3 <sup>13</sup>	Multilevel Response-to-Intervention Prevention Systems: Mathematics Intervention at Tier 2 <b>2016</b> , 309-328		3
3 <sup>12</sup>	Developmental growth trajectories in understanding of fraction magnitude from fourth through sixth grade. <i>Developmental Psychology</i> , <b>2016</b> , 52, 746-57	3.7	46
3 <sup>11</sup>	Supported self-explaining during fraction intervention.. <i>Journal of Educational Psychology</i> , <b>2016</b> , 108, 493-508	5.3	46
3 <sup>10</sup>	A Research-Validated Program for Improving At-Risk Students' Fraction Magnitude Understanding, Word-Problem Solving, and Explanations. <i>Literacy Studies</i> , <b>2016</b> , 207-225	0.5	
3 <sup>09</sup>	The Mediating Relation between Symbolic and Nonsymbolic Foundations of Math Competence. <i>PLoS ONE</i> , <b>2016</b> , 11, e0148981	3.7	17
3 <sup>08</sup>	Does the Value of Dynamic Assessment in Predicting End-of-First-Grade Mathematics Performance Differ as a Function of English Language Proficiency?. <i>Elementary School Journal</i> , <b>2016</b> , 117, 171-191	1.1	8
3 <sup>07</sup>	The role of cognitive processes, foundational math skill, and calculation accuracy and fluency in word-problem solving versus prealgebraic knowledge. <i>Developmental Psychology</i> , <b>2016</b> , 52, 2085-2098	3.7	28
3 <sup>06</sup>	Does Evidence-Based Fractions Intervention Address the Needs of Very Low-Performing Students?. <i>Journal of Research on Educational Effectiveness</i> , <b>2016</b> , 9, 662-677	1.4	14
3 <sup>05</sup>	Responsiveness-To-Intervention: A Systems Approach to Instructional Adaptation. <i>Theory Into Practice</i> , <b>2016</b> , 55, 225-233	1.6	11
3 <sup>04</sup>	Cognitive Predictors of Calculations and Number Line Estimation with Whole Numbers and Fractions among At-Risk Students. <i>Journal of Educational Psychology</i> , <b>2016</b> , 108, 214-228	5.3	35

303	Inclusion Versus Specialized Intervention for Very-Low-Performing Students: What Does Access Mean in an Era of Academic Challenge?. <i>Exceptional Children</i> , <b>2015</b> , 81, 134-157	2.7	54
302	General and math-specific predictors of sixth-graders' knowledge of fractions. <i>Cognitive Development</i> , <b>2015</b> , 35, 34-49	1.7	89
301	Effects of a Multitier Support System on Calculation, Word Problem, and Prealgebraic Performance Among At-Risk Learners. <i>Exceptional Children</i> , <b>2015</b> , 81, 443-470	2.7	37
300	Rethinking Service Delivery for Students With Significant Learning Problems: Developing and Implementing Intensive Instruction. <i>Remedial and Special Education</i> , <b>2015</b> , 36, 105-111	2.1	50
299	Is Word-Problem Solving a Form of Text Comprehension?. <i>Scientific Studies of Reading</i> , <b>2015</b> , 19, 204-223	3.8	56
298	Republication of Curriculum-Based Measurement: A Standardized, Long-Term Goal Approach to Monitoring Student Progress. <i>Intervention in School and Clinic</i> , <b>2015</b> , 50, 185-192	0.6	0
297	Development of fraction concepts and procedures in U.S. and Chinese children. <i>Journal of Experimental Child Psychology</i> , <b>2015</b> , 129, 68-83	2.3	43
296	Intensive Intervention in Mathematics. <i>Learning Disabilities Research and Practice</i> , <b>2015</b> , 30, 182-192	0.8	23
295	Cognitive and mathematical profiles for different forms of learning difficulties. <i>Journal of Learning Disabilities</i> , <b>2015</b> , 48, 156-75	2.7	78
294	Cognitive tutoring induces widespread neuroplasticity and remediates brain function in children with mathematical learning disabilities. <i>Nature Communications</i> , <b>2015</b> , 6, 8453	17.4	71
293	Understanding Unresponsiveness to Tier 2 Reading Intervention: Exploring the Classification and Profiles of Adequate and Inadequate Responders in First Grade. <i>Learning Disability Quarterly</i> , <b>2014</b> , 37, 192-203	0.6	20
292	Behavioral Attention: A Longitudinal Study of Whether and How It Influences the Development of Word Reading and Reading Comprehension among At-Risk Readers. <i>Journal of Research on Educational Effectiveness</i> , <b>2014</b> , 7, 232-249	1.4	20
291	What Is Intensive Instruction and Why Is It Important?. <i>Teaching Exceptional Children</i> , <b>2014</b> , 46, 13-18	1	84
290	Does working memory moderate the effects of fraction intervention? An aptitude-treatment interaction.. <i>Journal of Educational Psychology</i> , <b>2014</b> , 106, 499-514	5.3	105
289	Sources of Individual Differences in Emerging Competence With Numeration Understanding Versus Multidigit Calculation Skill. <i>Journal of Educational Psychology</i> , <b>2014</b> , 106, 482-498	5.3	34
288	Does Calculation or Word-Problem Instruction Provide A Stronger Route to Pre-Algebraic Knowledge?. <i>Journal of Educational Psychology</i> , <b>2014</b> , 106, 990-1006	5.3	51
287	Evidence-Based Practices in a Changing World: Reconsidering the Counterfactual in Education Research. <i>Educational Researcher</i> , <b>2014</b> , 43, 242-252	4.8	78
286	Does Early Algebraic Reasoning Differ as a Function of Students' Difficulty with Calculations versus Word Problems?. <i>Learning Disabilities Research and Practice</i> , <b>2014</b> , 29, 106-116	0.8	16



285	Sources of individual differences in children's understanding of fractions. <i>Child Development</i> , <b>2014</b> , 85, 1461-76	4.9	65
284	Comparing the Contribution of Teacher Versus Tutor Ratings of Inattentive Behavior in Predicting Mathematics Achievement. <i>Remedial and Special Education</i> , <b>2014</b> , 35, 378-386	2.1	1
283	Examining the predictive validity of a dynamic assessment of decoding to forecast response to tier 2 intervention. <i>Journal of Learning Disabilities</i> , <b>2014</b> , 47, 409-23	2.7	17
282	Staying Within One's Data to Make Recommendations for Practice in Primary Educational Research Journals. <i>Educational Psychology Review</i> , <b>2013</b> , 25, 339-343	7.1	2
281	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> , <b>2013</b> , 110, 8230-5	11.5	169
280	Relation between brain architecture and mathematical ability in children: a DBM study. <i>Magnetic Resonance Imaging</i> , <b>2013</b> , 31, 1645-56	3.3	3
279	Developmental predictors of fraction concepts and procedures. <i>Journal of Experimental Child Psychology</i> , <b>2013</b> , 116, 45-58	2.3	171
278	Intervention effects for students with comorbid forms of learning disability: understanding the needs of nonresponders. <i>Journal of Learning Disabilities</i> , <b>2013</b> , 46, 534-48	2.7	35
277	Improving at-risk learners' understanding of fractions.. <i>Journal of Educational Psychology</i> , <b>2013</b> , 105, 683-700	5.3	160
276	Effects of First-Grade Number Knowledge Tutoring With Contrasting Forms of Practice. <i>Journal of Educational Psychology</i> , <b>2013</b> , 105, 58-77	5.3	99
275	Efficacy of a First-Grade Responsiveness-to-Intervention Prevention Model for Struggling Readers. <i>Reading Research Quarterly</i> , <b>2013</b> , 48, 135-154	2.6	47
274	Reaching the Mountaintop: Addressing the Common Core Standards in Mathematics for Students with Mathematics Difficulties. <i>Learning Disabilities Research and Practice</i> , <b>2013</b> , 28, 38-48	0.8	63
273	Prediction and stability of mathematics skill and difficulty. <i>Journal of Learning Disabilities</i> , <b>2013</b> , 46, 428-437	4.3	21
272	Cognitive and behavioral attention in children with math difficulties. <i>Child Neuropsychology</i> , <b>2013</b> , 19, 420-37	2.7	16
271	Early Numerical Competencies of Students with Different Forms of Mathematics Difficulty. <i>Learning Disabilities Research and Practice</i> , <b>2012</b> , 27, 2-11	0.8	7
270	Contributions of domain-general cognitive resources and different forms of arithmetic development to pre-algebraic knowledge. <i>Developmental Psychology</i> , <b>2012</b> , 48, 1315-26	3.7	51
269	The cognitive and academic profiles of reading and mathematics learning disabilities. <i>Journal of Learning Disabilities</i> , <b>2012</b> , 45, 79-95	2.7	91
268	Responsiveness-to-intervention: a decade later. <i>Journal of Learning Disabilities</i> , <b>2012</b> , 45, 195-203	2.7	151

267	Accelerating chronically unresponsive children to tier 3 instruction: what level of data is necessary to ensure selection accuracy?. <i>Journal of Learning Disabilities</i> , <b>2012</b> , 45, 204-16	2.7	58
266	First-grade cognitive abilities as long-term predictors of reading comprehension and disability status. <i>Journal of Learning Disabilities</i> , <b>2012</b> , 45, 217-31	2.7	44
265	The early prevention of mathematics difficulty: its power and limitations. <i>Journal of Learning Disabilities</i> , <b>2012</b> , 45, 257-69	2.7	52
264	Does understanding relational terminology mediate effects of intervention on compare word problems?. <i>Journal of Experimental Child Psychology</i> , <b>2012</b> , 111, 607-28	2.3	34
263	Early Numerical Competencies and Students with Mathematics Difficulty. <i>Focus on Exceptional Children</i> , <b>2012</b> , 44,	0	6
262	Predicting First Graders' Development of Calculation versus Word-Problem Performance: The Role of Dynamic Assessment. <i>Journal of Educational Psychology</i> , <b>2012</b> , 104, 224-234	5.3	23
261	Predicting Development of Mathematical Word Problem Solving Across the Intermediate Grades. <i>Journal of Educational Psychology</i> , <b>2012</b> , 104, 1083-1093	5.3	17
260	Early Screening for Risk of Reading Disabilities: Recommendations for a Four-Step Screening System. <i>Assessment for Effective Intervention</i> , <b>2012</b> , 38, 6-14	0.8	19
259	Smart RTI: A Next-Generation Approach to Multilevel Prevention. <i>Exceptional Children</i> , <b>2012</b> , 78, 263-279	2.7	190
258	Using Word Identification Fluency to Monitor First-Grade Reading Development. <i>Exceptional Children</i> , <b>2012</b> , 78, 201-220	2.7	22
257	Early Numerical Competencies and Students with Mathematics Difficulty. <i>Focus on Exceptional Children</i> , <b>2012</b> , 44,	0	3
256	Early Numerical Competencies and Students with Mathematics Difficulty. <i>Focus on Exceptional Children</i> , <b>2012</b> , 44, 1-16	0	14
255	Curriculum-Based Measurement <b>2012</b> , 7-24		8
254	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> , <b>2011</b> , 44, 339-47	2.7	47
253	The Cognitive Predictors of Computational Skill with Whole versus Rational Numbers: An Exploratory Study. <i>Learning and Individual Differences</i> , <b>2011</b> , 21, 536-542	3.1	43
252	Using Curriculum-Based Measurement To Monitor Kindergarteners' Mathematics Development. <i>Assessment for Effective Intervention</i> , <b>2011</b> , 36, 219-229	0.8	6
251	Exploring dynamic assessment as a means of identifying children at risk of developing comprehension difficulties. <i>Journal of Learning Disabilities</i> , <b>2011</b> , 44, 348-57	2.7	15
250	The Effectiveness of Kindergarten Peer-Assisted Learning Strategies for Students with Disabilities. <i>Exceptional Children</i> , <b>2011</b> , 77, 299-316	2.7	7



249	Functional correlates of children's responsiveness to intervention. <i>Developmental Neuropsychology</i> , <b>2011</b> , 36, 288-301	1.8	20
248	Two-stage screening for math problem-solving difficulty using dynamic assessment of algebraic learning. <i>Journal of Learning Disabilities</i> , <b>2011</b> , 44, 372-80	2.7	19
247	Number Combinations Remediation for Students with Mathematics Difficulty <b>2011</b> , 37, 11-16		1
246	The contributions of numerosity and domain-general abilities to school readiness. <i>Child Development</i> , <b>2010</b> , 81, 1520-33	4.9	112
245	Rethinking Response to Intervention at Middle and High School. <i>School Psychology Review</i> , <b>2010</b> , 39, 22-28	1.6	81
244	Influences of Neural Pathway Integrity on Children's Response to Reading Instruction. <i>Frontiers in Systems Neuroscience</i> , <b>2010</b> , 4, 150	3.5	13
243	Embedding Number-Combinations Practice Within Word-Problem Tutoring. <i>Intervention in School and Clinic</i> , <b>2010</b> , 46, 22-30	0.6	2
242	The Blurring of Special Education in a New Continuum of General Education Placements and Services. <i>Exceptional Children</i> , <b>2010</b> , 76, 301-323	2.7	179
241	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> , <b>2010</b> , 110, 446-463	1.1	54
240	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> , <b>2010</b> , 20, 89-100	3.1	81
239	Predicting Reading Growth with Event-Related Potentials: Thinking Differently about Indexing "Responsiveness". <i>Learning and Individual Differences</i> , <b>2010</b> , 20, 158-166	3.1	7
238	Factors Contributing to Teachers' Sustained Use of Kindergarten Peer-Assisted Learning Strategies. <i>Journal of Research on Educational Effectiveness</i> , <b>2010</b> , 3, 315-342	1.4	15
237	A Framework for Remediating Number Combination Deficits. <i>Exceptional Children</i> , <b>2010</b> , 76, 135-165	2.7	31
236	The Predictive Utility of Kindergarten Screening for Math Difficulty. <i>Exceptional Children</i> , <b>2010</b> , 77, 37-59	2.7	27
235	Contribution of Equal-Sign Instruction beyond Word-Problem Tutoring for Third-Grade Students with Mathematics Difficulty. <i>Journal of Educational Psychology</i> , <b>2010</b> , 102, 381-394	5.3	54
234	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> , <b>2010</b> , 102, 327-340	5.3	127
233	Do different types of school mathematics development depend on different constellations of numerical versus general cognitive abilities?. <i>Developmental Psychology</i> , <b>2010</b> , 46, 1731-46	3.7	163
232	Errors in multi-digit arithmetic and behavioral inattention in children with math difficulties. <i>Journal of Learning Disabilities</i> , <b>2009</b> , 42, 356-71	2.7	72

231	Do word-problem features differentially affect problem difficulty as a function of students' mathematics difficulty with and without reading difficulty?. <i>Journal of Learning Disabilities</i> , <b>2009</b> , 42, 99-110	2.7	35
230	Aberrant functional activation in school age children at-risk for mathematical disability: a functional imaging study of simple arithmetic skill. <i>Neuropsychologia</i> , <b>2009</b> , 47, 2470-9	3.2	49
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