

# Mark Carter

## List of Publications by Year in descending order

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Version: 2024-02-01

108  
papers

1,703  
citations

331538

21  
h-index

360920

35  
g-index

112  
all docs

112  
docs citations

112  
times ranked

999  
citing authors

#	ARTICLE	IF	CITATIONS
1	Social Stories™ for Children with Disabilities. <i>Journal of Autism and Developmental Disorders</i> , 2006, 36, 445-469.	1.7	164
2	A Review of the Efficacy of the Picture Exchange Communication System Intervention. <i>Journal of Autism and Developmental Disorders</i> , 2009, 39, 1471-1486.	1.7	139
3	Identification of intentional communication in students with severe and multiple disabilities. <i>AAC: Augmentative and Alternative Communication</i> , 1998, 14, 102-114.	0.8	88
4	The Use of Weighted Vests with Children with Autism Spectrum Disorders and Other Disabilities. <i>Journal of Autism and Developmental Disorders</i> , 2009, 39, 105-114.	1.7	70
5	Promoting Interaction with Children using Augmentative Communication through a Peer-directed Intervention. <i>International Journal of Disability Development and Education</i> , 1998, 45, 75-96.	0.6	54
6	Professional judgments of the intentionality of communicative acts. <i>AAC: Augmentative and Alternative Communication</i> , 2002, 18, 177-191.	0.8	48
7	Reported Prevalence by Australian Special Educators of Evidence-Based Instructional Practices. <i>Australasian Journal of Special Education</i> , 2011, 35, 47-60.	0.8	44
8	Evaluation of the efficacy of Social Stories™ using three single subject metrics. <i>Research in Autism Spectrum Disorders</i> , 2011, 5, 885-900.	0.8	42
9	Spontaneity of Communication in Individuals with Autism. <i>Journal of Autism and Developmental Disorders</i> , 2008, 38, 693-705.	1.7	40
10	A Systematic Literature Review of Empirical Research on Postsecondary Students with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 1531-1558.	1.7	38
11	Quality of the information on educational and therapy interventions provided on the web sites of national autism associations. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 11-18.	0.8	36
12	Anger Management Using a Cognitive-behavioural Approach for Children with Special Education Needs: A literature review and meta-analysis. <i>International Journal of Disability Development and Education</i> , 2010, 57, 245-265.	0.6	35
13	Perceived Friendship Quality of Children with Autism Spectrum Disorder as Compared to their Peers in Mixed and Non-mixed Dyads. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 1334-1343.	1.7	31
14	Reconstructing Behaviour Analysis in Education: a revised behavioural interactionist perspective for special education. <i>Educational Psychology</i> , 1996, 16, 121-140.	1.2	28
15	Reconsidering Overlap-Based Measures for Quantitative Synthesis of Single-Subject Data. <i>Behavior Modification</i> , 2013, 37, 378-390.	1.1	28
16	A systematic review of the comparative pragmatic differences in conversational skills of individuals with autism. <i>Autism and Developmental Language Impairments</i> , 2018, 3, 239694151880380.	0.8	28
17	Systematic review of sensory integration therapy for individuals with disabilities: Single case design studies. <i>Research in Developmental Disabilities</i> , 2015, 47, 334-351.	1.2	25
18	Establishing a repertoire of requesting for a student with severe and multiple disabilities using tangible symbols and naturalistic time delay. <i>Journal of Intellectual &amp; Developmental Disability</i> , 1994, 19, 193-207.	0.3	24

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19	The Behavior Chain Interruption Strategy: A Review of Research and Discussion of Future Directions. Research and Practice for Persons With Severe Disabilities, 2001, 26, 37-49.	0.6	23
20	The Use of Multi-Sensory Environments in Schools Servicing Children with Severe Disabilities. Journal of Developmental and Physical Disabilities, 2012, 24, 95-109.	1.0	23
21	Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching. Australasian Journal of Special Education, 2008, 32, 5-21.	0.8	22
22	Parent Reports of Treatments and Interventions Used With Children With Autism Spectrum Disorders (ASD): A Review of the Literature. Australasian Journal of Special Education, 2014, 38, 63-90.	0.8	22
23	Reported prevalence of evidence-based instructional practices by special educators in the Czech Republic. European Journal of Special Needs Education, 2012, 27, 319-335.	1.5	21
24	Cognitive-behavioral approaches for children with autism spectrum disorder: A trend analysis. Research in Autism Spectrum Disorders, 2018, 45, 27-41.	0.8	19
25	Toys and Materials as Setting Events for the Social Interaction of Preschool Children with Special Needs. Educational Psychology, 2002, 22, 429-444.	1.2	18
26	Communicative Spontaneity of Children with High Support Needs who use Augmentative and Alternative Communication Systems I: Classroom Spontaneity, Mode, and Function. AAC: Augmentative and Alternative Communication, 2003, 19, 141-154.	0.8	18
27	The Use of Multisensory Environments in Schools for Students with Severe Disabilities: Perceptions from Teachers. Journal of Developmental and Physical Disabilities, 2011, 23, 339-357.	1.0	18
28	Parental perception of the importance of friendship and other outcome priorities in children with autism spectrum disorder. European Journal of Special Needs Education, 2015, 30, 61-74.	1.5	18
29	A conceptual analysis of communicative spontaneity. Journal of Intellectual and Developmental Disability, 2002, 27, 168-190.	1.1	17
30	Cognitive-Behavioral Approach for Children with Autism Spectrum Disorders: a Meta-Analysis. Review Journal of Autism and Developmental Disorders, 2014, 1, 18-33.	2.2	17
31	Communicative Spontaneity of Children with High Support Needs who use Augmentative and Alternative Communication Systems II: Antecedents and Effectiveness of Communication. AAC: Augmentative and Alternative Communication, 2003, 19, 155-169.	0.8	16
32	Research on the Efficacy of Sensory Integration Therapy: Past, Present and Future. Australasian Journal of Special Education, 2008, 32, 83-99.	0.8	16
33	Meta-analysis of Research on Sensory Integration Therapy for Individuals with Developmental and Learning Disabilities. Journal of Developmental and Physical Disabilities, 2015, 27, 183-206.	1.0	16
34	Spatial density as a setting event for the social interaction of preschool children. International Journal of Disability Development and Education, 2004, 51, 7-37.	0.6	15
35	Cognitive-behavioural approach for children with autism spectrum disorder: A literature review. Journal of Intellectual and Developmental Disability, 2015, 40, 213-229.	1.1	15
36	A Review of Naturalistic Communication Training Strategies for Persons with Severe Handicaps: Implications for the Development of Spontaneity. Australasian Journal of Special Education, 1992, 15, 17-31.	0.8	14

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37	Research on the Efficacy of Sensory Integration Therapy: Past, Present and Future. <i>Australasian Journal of Special Education</i> , 2008, 32, 83-99.	0.8	14
38	Delivering therapy services for students with high support needs: Perceptions of roles, priorities and best practice. <i>Journal of Intellectual and Developmental Disability</i> , 1999, 24, 243-263.	1.1	13
39	The Effects of Oral Narrative Intervention on the Narratives of Children with Language Disorder: a Systematic Literature Review. <i>Journal of Developmental and Physical Disabilities</i> , 2021, 33, 489-536.	1.0	13
40	Education of students with high support needs: Teachers' perceptions of possible best practices, reported implementation and training needs. <i>Australasian Journal of Special Education</i> , 1998, 22, 76-94.	0.8	13
41	Spontaneity of augmentative and alternative communication in persons with intellectual disabilities: critical review. <i>AAC: Augmentative and Alternative Communication</i> , 1996, 12, 97-109.	0.8	12
42	Communicative Spontaneity in Individuals with High Support Needs: An exploratory consideration of causation. <i>International Journal of Disability Development and Education</i> , 2002, 49, 225-242.	0.6	12
43	Still Jumping on the Balance Beam: Continued Use of Perceptual Motor Programs in Australian Schools. <i>Australian Journal of Education</i> , 2007, 51, 6-18.	0.9	12
44	A Conceptual Examination of Setting Events. <i>Educational Psychology</i> , 2007, 27, 655-673.	1.2	12
45	Partner Perceptions of Conversations with Individuals with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2020, 50, 1182-1197.	1.7	12
46	The Effects of an Oral Narrative Intervention on the Fictional Narrative Retells of Children with ASD and Severe Language Impairment: A Pilot Study. <i>Journal of Developmental and Physical Disabilities</i> , 2018, 30, 615-637.	1.0	11
47	Strategies for Task Analysis in Special Education. <i>Educational Psychology</i> , 1996, 16, 155-170.	1.2	10
48	Education of Students With High Support Needs: Teachers'™ Perceptions of Possible Best Practices, Reported Implementation and Training Needs. <i>Australasian Journal of Special Education</i> , 1998, 22, 76-94.	0.8	10
49	Effects of graphing conventions and response options on interpretation of small n graphs. <i>Educational Psychology</i> , 2009, 29, 643-658.	1.2	10
50	Facilitators and Barriers to Inclusion of Students With Autism Spectrum Disorder: Parent, Teacher, and Principal Perspectives. <i>Australasian Journal of Special and Inclusive Education</i> , 0, , 1-17.	0.3	10
51	The Contribution of Academic Skills to the Successful Inclusion of Children with Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2006, 18, 123-147.	1.0	9
52	A survey of professional tasks and training needs of teaching assistants in New South Wales mainstream public schools. <i>Journal of Intellectual and Developmental Disability</i> , 2019, 44, 447-456.	1.1	9
53	The Nature of Adjustments and Monitoring for Students With Special Educational Needs in Mainstream Schools. <i>Australasian Journal of Special and Inclusive Education</i> , 2022, 46, 1-18.	0.3	9
54	Decision-making regarding adjustments for students with special educational needs in mainstream classrooms. <i>Research Papers in Education</i> , 2022, 37, 729-755.	1.7	9

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55	Teachers'™ Perceptions of Possible Best Practices, Reported Implementation and Training Needs for Students with High Support Needs: Comparisons Across Qualification Status and Teacher Location. <i>Australasian Journal of Special Education</i> , 1998, 22, 50-70.	0.8	8
56	A Pilot Study to Determine the Efficacy of a Social Story™ Intervention for a Child with Autistic Disorder, Intellectual Disability and Limited Language Skills. <i>Australasian Journal of Special Education</i> , 2008, 32, 161-175.	0.8	8
57	The Effects of Social and Isolate Toys on the Social Interaction of Preschool Children with Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2009, 21, 279-300.	1.0	8
58	Mutual Liking, Enjoyment, and Shared Interactions in the Closest Relationships between Children with Developmental Disabilities and Peers in Inclusive School Settings. <i>Journal of Developmental and Physical Disabilities</i> , 2013, 25, 373-393.	1.0	8
59	Multicomponent Training of Teachers of Students With Severe Disabilities. <i>Teacher Education and Special Education</i> , 2014, 37, 347-362.	1.6	8
60	Do Screen Presentations via Interactive Whiteboards Increase Engagement in Whole-Group Lessons for Students With Autism Spectrum Disorder? A Pilot Study. <i>Journal of Special Education Technology</i> , 2017, 32, 160-172.	1.4	8
61	The Effects of Oral Narrative Intervention on the Personal Narratives of Children with ASD and Severe Language Impairment: A Pilot Study. <i>International Journal of Disability Development and Education</i> , 2019, 66, 492-509.	0.6	8
62	Teachers' perceptions of possible best practices, reported implementation and training needs for students with high support needs: Comparisons across qualification status and teacher location. <i>Australasian Journal of Special Education</i> , 1998, 22, 50-70.	0.8	8
63	The Effects of Spatial Density on the Social Interaction of Preschool Children with Disabilities. <i>International Journal of Disability Development and Education</i> , 2010, 57, 191-206.	0.6	7
64	Social Stories™: a possible theoretical rationale. <i>European Journal of Special Needs Education</i> , 2011, 26, 367-378.	1.5	7
65	A review of naturalistic communication training strategies for persons with severe handicaps: Implications for the development of spontaneity. <i>Australasian Journal of Special Education</i> , 1992, 15, 17-31.	0.8	6
66	Student Teachers'™ Perceptions of Best Practice in Practicum with Learners Who Have High Support Needs. <i>Australasian Journal of Special Education</i> , 2005, 29, 60-83.	0.8	6
67	Students With Severe Challenging Behaviour in Regular Classrooms: Prevalence and Characteristics. <i>Australian Journal of Guidance and Counselling</i> , 2006, 16, 189-209.	0.5	6
68	A Pilot Study to Determine the Efficacy of a Social Story™ Intervention for a Child with Autistic Disorder, Intellectual Disability and Limited Language Skills. <i>Australasian Journal of Special Education</i> , 2008, 32, 161-175.	0.8	6
69	A Review of Video Modelling and Scripts in Teaching Conversational Skills to Individuals with Autism Spectrum Disorders. <i>Review Journal of Autism and Developmental Disorders</i> , 2014, 1, 110-123.	2.2	6
70	Students With Severe Challenging Behaviour in Regular Classrooms: Support and Impacts. <i>Australian Journal of Guidance and Counselling</i> , 2008, 18, 141-159.	0.5	5
71	The use of sensory integration therapy in Malaysia and Singapore by special education teachers in early intervention settings. <i>Journal of Intellectual and Developmental Disability</i> , 2014, 39, 10-23.	1.1	5
72	Teaching on-Topic Conversational Responses to Students with Autism Spectrum Disorders Using an iPad App. <i>International Journal of Disability Development and Education</i> , 2022, 69, 415-434.	0.6	5

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73	The Use of Sensory Integration Therapy by Intervention Service Providers in Malaysia. <i>International Journal of Disability Development and Education</i> , 2011, 58, 341-358.	0.6	4
74	Chapter 12 Evidence-Based Practices in Australia. <i>Advances in Learning and Behavioral Disabilities</i> , 2013, , 273-291.	0.3	4
75	What Do Employers Ask for in Advertisements for Special Education Positions?. <i>Australasian Journal of Special Education</i> , 2014, 38, 51-62.	0.8	4
76	Why Can't a Teacher Be More Like a Scientist? Science, Pseudoscience and the Art of Teaching. <i>Australasian Journal of Special Education</i> , 2008, 32, 5-21.	0.8	4
77	Toys and Materials as Setting Events on the Social Interaction of Preschool Children. <i>Australasian Journal of Special Education</i> , 2001, 25, 49-66.	0.8	3
78	A Scientific Approach to Special Education. <i>Australasian Journal of Special Education</i> , 2008, 32, 1-4.	0.8	3
79	Cognitive-behavioural Approaches for Students with Autism Spectrum Disorder: A Teacher Survey. <i>International Journal of Disability Development and Education</i> , 2017, 64, 436-455.	0.6	3
80	The Effects of Variety of Activities on the Social Interaction of Preschool Children with Disabilities. <i>International Journal of Disability Development and Education</i> , 2018, , 1-15.	0.6	3
81	Short report: Learning through iconic gesture in autism spectrum disorder. <i>Research in Developmental Disabilities</i> , 2021, 115, 104000.	1.2	3
82	Toys and materials as setting events on the social Interaction of preschool Children. <i>Australasian Journal of Special Education</i> , 2001, 25, 49-66.	0.8	3
83	A Scientific Approach to Special Education. <i>Australasian Journal of Special Education</i> , 2008, 32, 1-4.	0.8	2
84	Agreeing to Agree: A Response to Dempsey's Commentary on the Reported Prevalence by Australian Special Educators of Evidence-Based Instructional Practices. <i>Australasian Journal of Special Education</i> , 2011, 35, 226-229.	0.8	2
85	Construct validation of the Enabling Practices Scale. <i>Journal of Intellectual and Developmental Disability</i> , 2017, 42, 223-229.	1.1	2
86	The Effects of Oral Narrative Intervention on the Personal Narratives of Children with ASD and Severe Language Disorder. <i>Journal of Behavioral Education</i> , 2021, 30, 37-61.	0.9	2
87	The Effects of an Aided Augmentative System on Communication and Speech in a Preschool Child with Developmental Delay: A Case Study. <i>Australasian Journal of Special Education</i> , 1999, 23, 25-46.	0.8	1
88	When all is Said and Done, More is Said than Done: Research Examining Constructivist Instruction for Students with Special Needs. <i>Australasian Journal of Special Education</i> , 2006, 30, 107-125.	0.8	1
89	Improving Educational Planning for Students With Severe Disabilities: An Evaluation of School-Based Professional Learning. <i>Australasian Journal of Special Education</i> , 2015, 39, 2-14.	0.8	1
90	Brief Report: A Pilot Study Into the Efficacy of a Brief Intervention to Teach Original Fictional Narratives to a Child With ASD and Language Disorder. <i>Australasian Journal of Special and Inclusive Education</i> , 2019, 43, 102-108.	0.3	1

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91	Teacher Understanding and Application of Cognitiveâ€“Behavioural Approaches for Students With Autism Spectrum Disorder and Intellectual Disability. <i>Australasian Journal of Special and Inclusive Education</i> , 2019, 43, 12-26.	0.3	1
92	The effects of an aided augmentative system on communication and Speech in a preschool child with developmental delay: A case study. <i>Australasian Journal of Special Education</i> , 1999, 23, 25-46.	0.8	1
93	Caregiver Treatment Choices. <i>Autism and Child Psychopathology Series</i> , 2019, , 517-543.	0.1	1
94	Conversations With Individuals With ASD: Effect of Relationship, Contact Regularity, and Age on Partner Perceptions. <i>Focus on Autism and Other Developmental Disabilities</i> , 0, , 108835762110736.	0.8	1
95	A qualitative study of the transition to employment of former university students on the autism spectrum from Australia and New Zealand. <i>International Journal of Developmental Disabilities</i> , 0, , 1-10.	1.3	1
96	On maintaining your centre of gravity over your base of support: A response to Hinton and Ballard. <i>Australasian Journal of Special Education</i> , 1992, 15, 41-43.	0.8	0
97	On Maintaining Your Centre of Gravity Over Your Base of Support: A Response to Hinton and Ballard. <i>Australasian Journal of Special Education</i> , 1992, 15, 41-43.	0.8	0
98	Supplementation of text with symbols may not improve comprehension in individuals with intellectual disabilities1. <i>Evidence-Based Communication Assessment and Intervention</i> , 2007, 1, 183-184.	0.6	0
99	Evidence is inadequate to draw conclusions regarding the efficacy of current approaches to communication intervention for individuals with Rett syndrome1. <i>Evidence-Based Communication Assessment and Intervention</i> , 2009, 3, 69-71.	0.6	0
100	Evidence appears limited for group-based social skills training for school-age children with Autism Spectrum Disorders, but this review may not tell the whole story. <i>Evidence-Based Communication Assessment and Intervention</i> , 2010, 4, 11-13.	0.6	0
101	Preliminary analysis indicates Speech Generating Devices appear to be useful for developing communication in children with Autism Spectrum Disorders. <i>Evidence-Based Communication Assessment and Intervention</i> , 2010, 4, 113-115.	0.6	0
102	Many social skills interventions for individuals with ASD have some supporting evidence, but this review is illustrative rather than comprehensive. <i>Evidence-Based Communication Assessment and Intervention</i> , 0, , 1-3.	0.6	0
103	Attention, Balance, and Coordination: The ABC of Learning SuccessS. Goddard Blythe (2009) Wiley-Blackwell, 419 pp. ISBN: 978-0-470-51623-2 - Special Educational Needs: The Key ConceptsPhilip Garner (2009) Routledge, 183 pp. ISBN: 0-415-20720-7. <i>Australasian Journal of Special Education</i> , 2011, 35, 97-101.	0.8	0
104	Behaviors associated with joint attention can be taught to children with autism but questions remain about the function of these behaviors. <i>Evidence-Based Communication Assessment and Intervention</i> , 2012, 6, 171-173.	0.6	0
105	Social skill group interventions may assist adolescents with autism spectrum disorder, but significant questions remain. <i>Evidence-Based Communication Assessment and Intervention</i> , 2014, 8, 113-115.	0.6	0
106	The Effects of an Oral Narrative Intervention on the Fictional Narratives of Children with Autism Spectrum Disorder and Language Disorder. <i>Journal of Behavioral Education</i> , 0, , 1.	0.9	0
107	Perceptions of Importance and Reported Frequency of Instruction of Self-Determination by Teaching Assistants in New South Wales Schools. <i>Australasian Journal of Special and Inclusive Education</i> , 0, , 1-14.	0.3	0
108	Benefits and Challenges of a Hybrid Distance Education Program for Autistic School-Age Students: Parent, Student and Teacher Perspectives. <i>Australasian Journal of Special and Inclusive Education</i> , 0, , 1-13.	0.3	0