

Mark Carter

List of Publications by Year in descending order

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Version: 2024-02-01

108
papers

1,703
citations

331670

21
h-index

361022

35
g-index

112
all docs

112
docs citations

112
times ranked

999
citing authors

#	ARTICLE	IF	CITATIONS
1	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.	1.1	5
2	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.	0.4	9
3	Decision-making regarding adjustments for students with special educational needs in mainstream classrooms. <i>Research Papers in Education</i> , 2022, 37, 729-755.	3.0	9
4	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.	1.6	13
5	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.	1.3	2
6	Short report: Learning through iconic gesture in autism spectrum disorder. <i>Research in Developmental Disabilities</i> , 2021, 115, 104000.	2.2	3
7	Partner Perceptions of Conversations with Individuals with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2020, 50, 1182-1197.	2.7	12
8	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.	1.6	9
9	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.	0.4	1
10	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.	0.4	1
11	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.	2.7	38
12	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.	1.1	8
13	Caregiver Treatment Choices. <i>Autism and Child Psychopathology Series</i> , 2019, , 517-543.	0.2	1
14	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.	1.1	3
15	Cognitive-behavioral approaches for children with autism spectrum disorder: A trend analysis. <i>Research in Autism Spectrum Disorders</i> , 2018, 45, 27-41.	1.5	19
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.	1.6	28
17	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.	1.6	11
18	Construct validation of the Enabling Practices Scale. <i>Journal of Intellectual and Developmental Disability</i> , 2017, 42, 223-229.	1.6	2

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19	Cognitive-behavioural Approaches for Students with Autism Spectrum Disorder: A Teacher Survey. International Journal of Disability Development and Education, 2017, 64, 436-455.	1.1	3
20	Do Screen Presentations via Interactive Whiteboards Increase Engagement in Whole-Group Lessons for Students With Autism Spectrum Disorder? A Pilot Study. Journal of Special Education Technology, 2017, 32, 160-172.	2.2	8
21	Perceived Friendship Quality of Children with Autism Spectrum Disorder as Compared to their Peers in Mixed and Non-mixed Dyads. Journal of Autism and Developmental Disorders, 2016, 46, 1334-1343.	2.7	31
22	Improving Educational Planning for Students With Severe Disabilities: An Evaluation of School-Based Professional Learning. Australasian Journal of Special Education, 2015, 39, 2-14.	0.6	1
23	Cognitive-behavioural approach for children with autism spectrum disorder: A literature review. Journal of Intellectual and Developmental Disability, 2015, 40, 213-229.	1.6	15
24	Systematic review of sensory integration therapy for individuals with disabilities: Single case design studies. Research in Developmental Disabilities, 2015, 47, 334-351.	2.2	25
25	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.	3.0	18
26	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.	1.6	16
27	Multicomponent Training of Teachers of Students With Severe Disabilities. Teacher Education and Special Education, 2014, 37, 347-362.	2.6	8
28	What Do Employers Ask for in Advertisements for Special Education Positions?. Australasian Journal of Special Education, 2014, 38, 51-62.	0.6	4
29	Cognitive-Behavioral Approach for Children with Autism Spectrum Disorders: a Meta-Analysis. Review Journal of Autism and Developmental Disorders, 2014, 1, 18-33.	3.4	17
30	The use of sensory integration therapy in Malaysia and Singapore by special education teachers in early intervention settings. Journal of Intellectual and Developmental Disability, 2014, 39, 10-23.	1.6	5
31	A Review of Video Modelling and Scripts in Teaching Conversational Skills to Individuals with Autism Spectrum Disorders. Review Journal of Autism and Developmental Disorders, 2014, 1, 110-123.	3.4	6
32	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.	0.6	22
33	Social skill group interventions may assist adolescents with autism spectrum disorder, but significant questions remain. Evidence-Based Communication Assessment and Intervention, 2014, 8, 113-115.	0.6	0
34	Mutual Liking, Enjoyment, and Shared Interactions in the Closest Relationships between Children with Developmental Disabilities and Peers in Inclusive School Settings. Journal of Developmental and Physical Disabilities, 2013, 25, 373-393.	1.6	8
35	Reconsidering Overlap-Based Measures for Quantitative Synthesis of Single-Subject Data. Behavior Modification, 2013, 37, 378-390.	1.6	28
36	Chapter 12 Evidence-Based Practices in Australia. Advances in Learning and Behavioral Disabilities, 2013, , 273-291.	0.3	4

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37	Reported prevalence of evidence-based instructional practices by special educators in the Czech Republic. <i>European Journal of Special Needs Education</i> , 2012, 27, 319-335.	3.0	21
38	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
39	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.	1.5	36
40	The Use of Multi-Sensory Environments in Schools Servicing Children with Severe Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2012, 24, 95-109.	1.6	23
41	Evaluation of the efficacy of Social Stories [®] using three single subject metrics. <i>Research in Autism Spectrum Disorders</i> , 2011, 5, 885-900.	1.5	42
42	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.	0.6	0
43	The Use of Multisensory Environments in Schools for Students with Severe Disabilities: Perceptions from Teachers. <i>Journal of Developmental and Physical Disabilities</i> , 2011, 23, 339-357.	1.6	18
44	Social Stories [®] : a possible theoretical rationale. <i>European Journal of Special Needs Education</i> , 2011, 26, 367-378.	3.0	7
45	Reported Prevalence by Australian Special Educators of Evidence-Based Instructional Practices. <i>Australasian Journal of Special Education</i> , 2011, 35, 47-60.	0.6	44
46	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.	0.6	2
47	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.	1.1	4
48	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
49	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.	1.1	7
50	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.	1.1	35
51	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
52	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
53	Effects of graphing conventions and response options on interpretation of small n graphs. <i>Educational Psychology</i> , 2009, 29, 643-658.	2.7	10
54	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.	2.7	70

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55	A Review of the Efficacy of the Picture Exchange Communication System Intervention. Journal of Autism and Developmental Disorders, 2009, 39, 1471-1486.	2.7	139
56	The Effects of Social and Isolate Toys on the Social Interaction of Preschool Children with Disabilities. Journal of Developmental and Physical Disabilities, 2009, 21, 279-300.	1.6	8
57	Spontaneity of Communication in Individuals with Autism. Journal of Autism and Developmental Disorders, 2008, 38, 693-705.	2.7	40
58	Students With Severe Challenging Behaviour in Regular Classrooms: Support and Impacts. Australian Journal of Guidance and Counselling, 2008, 18, 141-159.	0.4	5
59	Research on the Efficacy of Sensory Integration Therapy: Past, Present and Future. Australasian Journal of Special Education, 2008, 32, 83-99.	0.6	14
60	A Pilot Study to Determine the Efficacy of a Social Story™ Intervention for a Child with Autistic Disorder, Intellectual Disability and Limited Language Skills. Australasian Journal of Special Education, 2008, 32, 161-175.	0.6	8
61	A Scientific Approach to Special Education. Australasian Journal of Special Education, 2008, 32, 1-4.	0.6	2
62	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.	0.6	22
63	A Pilot Study to Determine the Efficacy of a Social Story™ Intervention for a Child with Autistic Disorder, Intellectual Disability and Limited Language Skills. Australasian Journal of Special Education, 2008, 32, 161-175.	0.6	6
64	Research on the Efficacy of Sensory Integration Therapy: Past, Present and Future. Australasian Journal of Special Education, 2008, 32, 83-99.	0.6	16
65	A Scientific Approach to Special Education. Australasian Journal of Special Education, 2008, 32, 1-4.	0.6	3
66	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.	0.6	4
67	Still Jumping on the Balance Beam: Continued Use of Perceptual Motor Programs in Australian Schools. Australian Journal of Education, 2007, 51, 6-18.	1.5	12
68	A Conceptual Examination of Setting Events. Educational Psychology, 2007, 27, 655-673.	2.7	12
69	Supplementation of text with symbols may not improve comprehension in individuals with intellectual disabilities. Evidence-Based Communication Assessment and Intervention, 2007, 1, 183-184.	0.6	0
70	When all is Said and Done, More is Said than Done: Research Examining Constructivist Instruction for Students with Special Needs. Australasian Journal of Special Education, 2006, 30, 107-125.	0.6	1
71	The Contribution of Academic Skills to the Successful Inclusion of Children with Disabilities. Journal of Developmental and Physical Disabilities, 2006, 18, 123-147.	1.6	9
72	Social Stories™ for Children with Disabilities. Journal of Autism and Developmental Disorders, 2006, 36, 445-469.	2.7	164

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73	Students With Severe Challenging Behaviour in Regular Classrooms: Prevalence and Characteristics. Australian Journal of Guidance and Counselling, 2006, 16, 189-209.	0.4	6
74	Student Teachers'™ Perceptions of Best Practice in Practicum with Learners Who Have High Support Needs. Australasian Journal of Special Education, 2005, 29, 60-83.	0.6	6
75	Spatial density as a setting event for the social interaction of preschool children. International Journal of Disability Development and Education, 2004, 51, 7-37.	1.1	15
76	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.	1.4	18
77	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.	1.4	16
78	A conceptual analysis of communicative spontaneity. Journal of Intellectual and Developmental Disability, 2002, 27, 168-190.	1.6	17
79	Communicative Spontaneity in Individuals with High Support Needs: An exploratory consideration of causation. International Journal of Disability Development and Education, 2002, 49, 225-242.	1.1	12
80	Professional judgments of the intentionality of communicative acts. AAC: Augmentative and Alternative Communication, 2002, 18, 177-191.	1.4	48
81	Toys and Materials as Setting Events for the Social Interaction of Preschool Children with Special Needs. Educational Psychology, 2002, 22, 429-444.	2.7	18
82	Toys and Materials as Setting Events on the Social Interaction of Preschool Children. Australasian Journal of Special Education, 2001, 25, 49-66.	0.6	3
83	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
84	Toys and materials as setting events on the social Interaction of preschool Children. Australasian Journal of Special Education, 2001, 25, 49-66.	0.6	3
85	The Effects of an Aided Augmentative System on Communication and Speech in a Preschool Child with Developmental Delay: A Case Study. Australasian Journal of Special Education, 1999, 23, 25-46.	0.6	1
86	Delivering therapy services for students with high support needs: Perceptions of roles, priorities and best practice. Journal of Intellectual and Developmental Disability, 1999, 24, 243-263.	1.6	13
87	The effects of an aided augmentative system on communication and Speech in a preschool child with developmental delay: A case study. Australasian Journal of Special Education, 1999, 23, 25-46.	0.6	1
88	Promoting Interaction with Children using Augmentative Communication through a Peer-directed Intervention. International Journal of Disability Development and Education, 1998, 45, 75-96.	1.1	54
89	Identification of intentional communication in students with severe and multiple disabilities. AAC: Augmentative and Alternative Communication, 1998, 14, 102-114.	1.4	88
90	Teachers'™ Perceptions of Possible Best Practices, Reported Implementation and Training Needs for Students with High Support Needs: Comparisons Across Qualification Status and Teacher Location. Australasian Journal of Special Education, 1998, 22, 50-70.	0.6	8

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91	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.	0.6	10
92	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.	0.6	8
93	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.	0.6	13
94	Reconstructing Behaviour Analysis in Education: a revised behavioural interactionist perspective for special education. <i>Educational Psychology</i> , 1996, 16, 121-140.	2.7	28
95	Strategies for Task Analysis in Special Education. <i>Educational Psychology</i> , 1996, 16, 155-170.	2.7	10
96	Spontaneity of augmentative and alternative communication in persons with intellectual disabilities: critical review. <i>AAC: Augmentative and Alternative Communication</i> , 1996, 12, 97-109.	1.4	12
97	Establishing a repertoire of requesting for a student with severe and multiple disabilities using tangible symbols and naturalistic time delay. <i>Journal of Intellectual & Developmental Disability</i> , 1994, 19, 193-207.	0.3	24
98	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.	0.6	0
99	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.	0.6	6
100	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.	0.6	14
101	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.	0.6	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	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.	0.4	10
104	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.	1.3	0
105	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.	1.3	1
106	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.	0.4	0
107	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.	0.4	0
108	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.	2.0	1