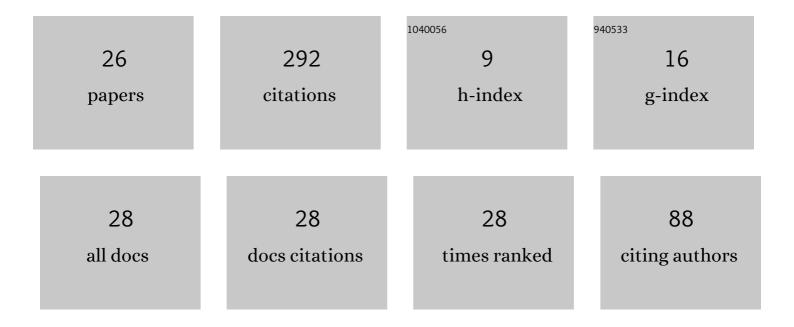
Hannah M Dostal

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/8823005/publications.pdf

Version: 2024-02-01



#	Article	IF	CITATIONS
1	"I Was Born Full Deaf." Written Language Outcomes After 1 Year of Strategic and Interactive Writing Instruction. Journal of Deaf Studies and Deaf Education, 2012, 17, 19-38.	1.2	52
2	The Writing Performance of Elementary Students Receiving Strategic and Interactive Writing Instruction. Journal of Deaf Studies and Deaf Education, 2015, 20, 385-398.	1.2	36
3	Developing Language and Writing Skills of Deaf and Hard of Hearing Students: A Simultaneous Approach. Literacy Research and Instruction, 2014, 53, 245-268.	1.1	33
4	Deaf writers' application of American Sign Language knowledge to English. International Journal of Bilingual Education and Bilingualism, 2014, 17, 410-428.	2.1	28
5	The impact of three years of professional development on knowledge and implementation. Journal of Educational Research, 2017, 110, 61-71.	1.6	18
6	Examining Student Writing Proficiencies Across Genres: Results of an Intervention Study ^{â€} . Deafness and Education International, 2016, 18, 159-169.	1.3	15
7	Language Development and Deaf/Hard of Hearing Children. Education Sciences, 2019, 9, 135.	2.6	13
8	The Language Zone. Writing and Pedagogy, 2019, 11, 1-22.	0.2	12
9	Specialized Writing Instruction for Deaf Students: A Randomized Controlled Trial. Exceptional Children, 2022, 88, 185-204.	2.2	12
10	Strategic and Interactive Writing Instruction: An Efficacy Study in Grades 3-5. Journal of Educational and Developmental Psychology, 2017, 8, 99.	0.2	11
11	A description of ASL features in writing. Ampersand, 2014, 1, 19-27.	1.4	10
12	Written Language Outcomes of Deaf Elementary Students Engaged in Authentic Writing. Journal of Deaf Studies and Deaf Education, 2020, 25, 224-238.	1.2	9
13	An Analysis of Deaf Students' Spelling Skills During a Year-Long Instructional Writing Approach. Communication Disorders Quarterly, 2016, 37, 160-170.	0.8	8
14	The Assessment of Written Phrasal Constructs and Grammar of Deaf and Hard of Hearing Students with Varying Expressive Language Abilities. Education Research International, 2018, 2018, 1-10.	1.1	7
15	Supporting the Literacy Development of Students Who Are Deaf/Hard of Hearing in Inclusive Classrooms. Reading Teacher, 2017, 71, 327-334.	0.9	6
16	Transfer of writing skills across genres among deaf and hard of hearing elementary writers. International Journal of Educational Research, 2021, 109, 101849.	2.2	5
17	Does Teacher Self-Efficacy Predict Writing Practices of Teachers of Deaf and Hard of Hearing Students?. Journal of Deaf Studies and Deaf Education, 2021, 26, 438-450.	1.2	4
18	Video Review and Reflection for Ongoing Inservice Teacher Professional Development. Literacy Research, Practice and Evaluation, 2015, , 329-351.	0.5	3

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#	Article	IF	CITATIONS
19	A National Survey of Teachers of the Deaf on Disciplinary Writing. Exceptionality, 2021, 29, 95-113.	1.5	2
20	The Science Writing of Deaf Developing Bilinguals. Journal of Adolescent and Adult Literacy, 2021, 65, 149.	1.1	2
21	The Integration of Digital Tools during Strategic and Interactive Writing Instruction. Advances in Educational Technologies and Instructional Design Book Series, 2014, , 608-628.	0.2	2
22	Interactive Writing in the Disciplines: A Common Core Approach to Disciplinary Writing in Middle and High School. The Clearing House, 2015, 88, 66-71.	1.2	1
23	Doing Mathematics with Purpose: Mathematical Text Types. The Clearing House, 2018, 91, 21-28.	1.2	1
24	Literacy Development at Camp: Leveraging Language Models. Reading Teacher, 2021, 74, 539-547.	0.9	1
25	Disciplinary Text-Dependent Questions: Questioning for Learning in the Disciplines. The Challenge of Literacy in the Disciplines. The Clearing House, 2016, 89, 202-207.	1.2	Ο
26	The Integration of Digital Tools during Strategic and Interactive Writing Instruction. , 2016, , 941-960.		0