

Therese M Cumming

List of Publications by Year in descending order

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Version: 2024-02-01

75
papers

833
citations

516681

16
h-index

610883

24
g-index

84
all docs

84
docs citations

84
times ranked

624
citing authors

#	ARTICLE	IF	CITATIONS
1	Podcasting in higher education as a component of Universal Design for Learning: A systematic review of the literature. <i>Innovations in Education and Teaching International</i> , 2023, 60, 591-601.	2.5	6
2	Behavioural supports for students with autism spectrum disorders: practice, policy, and implications for special education reform in China. <i>International Journal of Inclusive Education</i> , 2022, 26, 41-60.	2.6	4
3	The Education of Students With Disabilities in Remote or Rural Areas of China. <i>Intervention in School and Clinic</i> , 2022, 57, 268-273.	1.0	1
4	Exploring universal design for learning as an accessibility tool in higher education: a review of the current literature. <i>Australian Educational Researcher</i> , 2022, 49, 1025-1043.	2.3	31
5	Barriers to Community Re-entry for Incarcerated Youth: Stakeholders' Perspectives in Australia and the United States. <i>International Perspectives on Inclusive Education</i> , 2022, , 245-263.	0.2	1
6	Exploring the efficacy of problem-based learning in diverse secondary school classrooms: Characteristics and goals of problem-based learning. <i>International Journal of Educational Research</i> , 2022, 112, 101945.	2.2	6
7	Education-Centred Formal Wraparound Services in Support of School-Aged Students With Complex Support Needs: A Systematic Review. <i>Australasian Journal of Special and Inclusive Education</i> , 2022, 46, 47-60.	0.4	4
8	The role of mobile technology in promoting social inclusion among adults with intellectual disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2021, 34, 840-851.	2.0	22
9	A Review of the Grey Literature on Education-Centred Wraparound Services to Support Students with Complex Support Needs in Australia. <i>Educational Practice and Theory</i> , 2021, 43, 69-93.	0.2	1
10	Supporting Service Dogs in the Classroom. <i>Intervention in School and Clinic</i> , 2020, 55, 313-318.	1.0	1
11	Is it really student-focused planning? Perspectives of students with autism. <i>Research in Developmental Disabilities</i> , 2020, 107, 103783.	2.2	7
12	Tablet Devices for Students with Disability in the Inclusive Classroom. <i>International Perspectives on Inclusive Education</i> , 2020, , 93-107.	0.2	0
13	Stakeholder awareness of reintegration practices for incarcerated youth: A cross-national comparison. <i>Preventing School Failure</i> , 2020, 65, 1-11.	0.7	4
14	Mobile Technologies and Knowledge Management in Higher Education Institutions: Students' and Educators' Perspectives. <i>World Journal of Education</i> , 2020, 10, 12.	0.3	6
15	Transitions of Students with Autism and Intellectual Disabilities in Inclusive Settings: The Nexus Between Recommended and Actual Practice. <i>Australasian Journal of Special and Inclusive Education</i> , 2020, 44, 28-45.	0.4	4
16	Evaluating School Connectedness of Students with Emotional and Behavioral Disorders. <i>Children and Schools</i> , 2019, 41, 153-160.	0.8	16
17	Using Data-Based Individualization to Intensify Behavioral Interventions. <i>Intervention in School and Clinic</i> , 2019, 54, 280-285.	1.0	3
18	Picture my well-being: Listening to the voices of students with autism spectrum disorder. <i>Research in Developmental Disabilities</i> , 2019, 89, 130-140.	2.2	24

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19	“They don’t have a good life if we keep thinking that they’re doing it on purpose!” Teachers’ Perspectives on the Well-Being of Students with Autism. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 2923-2934.	2.7	11
20	Radical Subject Acceleration for Gifted Students: One School's Response. <i>Australasian Journal of Gifted Education</i> , 2019, , 29-46.	1.1	2
21	Transition Planning Processes for Young People Serving Custodial Sentences in New South Wales, Australia. <i>Australasian Journal of Special and Inclusive Education</i> , 2018, 42, 93-110.	0.4	5
22	The Ins and Outs: How Principals Can Smooth Transitions Between School and Juvenile Justice Centres. <i>Australasian Journal of Special and Inclusive Education</i> , 2018, 42, 158-170.	0.4	0
23	A systematic review of the involvement of students with autism spectrum disorder in the transition planning process: Need for voice and empowerment. <i>Research in Developmental Disabilities</i> , 2018, 83, 8-17.	2.2	32
24	Supporting the Transition of Incarcerated Youth Back to the Community: A Multi-systemic Wraparound Approach. , 2018, , 77-94.		2
25	Transitions from Behind the Fence to the Community: The Australian Experience. , 2018, , 97-113.		1
26	Youth Transitioning from Juvenile Justice Settings Back into School: Leadership Perspectives. , 2018, , 373-396.		0
27	Life Span Transitions for a Student With LD. <i>Intervention in School and Clinic</i> , 2017, 52, 176-181.	1.0	4
28	Employing mobile technology to improve language skills of young students with language-based disabilities. <i>Assistive Technology</i> , 2017, 29, 161-169.	2.0	16
29	Current practices in schooling transitions of students with developmental disabilities. <i>International Journal of Educational Research</i> , 2017, 83, 1-19.	2.2	11
30	Riding the rapids of classroom-based research. <i>Australian Educational Researcher</i> , 2017, 44, 141-160.	2.3	4
31	Social and Emotional Competence and At-Risk Children’s Well-Being: The Roles of Personal and Interpersonal Agency for Children with ADHD, Emotional and Behavioral Disorder, Learning Disability, and Developmental Disability. , 2017, , 123-145.		7
32	A Meta-Analysis of Mobile Technology Supporting Individuals With Disabilities. <i>Journal of Special Education</i> , 2017, 51, 164-176.	1.7	40
33	Engaging Students With Autism Spectrum Disorder in Research Through Participant-Driven Photo-Elicitation Research Technique. <i>Australasian Journal of Special Education</i> , 2017, 41, 35-50.	0.6	22
34	A snapshot of education behind the fence: Supporting engagement in education of incarcerated youth in Australia. <i>International Journal of Educational Research</i> , 2017, 85, 33-42.	2.2	5
35	Systems barriers to community re-entry for incarcerated youths: A review. <i>Children and Youth Services Review</i> , 2017, 79, 29-36.	1.9	16
36	Young People Transitioning from Juvenile Justice to the Community: Transition Planning and Interagency Collaboration. <i>Current Issues in Criminal Justice</i> , 2017, 29, 19-38.	1.4	8

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37	Transitioning Back to Mainstream Education: The Flexible Integration Model. <i>Australasian Journal of Special Education</i> , 2017, 41, 51-67.	0.6	5
38	Social Stories in Robot-Assisted Therapy for Children with ASD. <i>Advances in Early Childhood and K-12 Education</i> , 2017, , 225-244.	0.2	0
39	Strategies to promote school connectedness. , 2017, , 96-110.		0
40	Transitions for Students With Intellectual Disability and/or Autism Spectrum Disorder: Carer and Teacher Perspectives. <i>Australasian Journal of Special Education</i> , 2016, 40, 141-156.	0.6	19
41	School Experiences of Students With Autism Spectrum Disorder Within the Context of Student Wellbeing: A Review and Analysis of the Literature. <i>Australasian Journal of Special Education</i> , 2016, 40, 59-78.	0.6	21
42	Investigating teacher attitudes of disability using a non-traditional theoretical framework of attitude. <i>International Journal of Educational Research</i> , 2016, 80, 93-100.	2.2	6
43	Evidence-based transition planning practices for secondary students with disabilities: What has Australia signed up for?. <i>Australasian Journal of Special Education</i> , 2016, 40, 39-58.	0.6	11
44	Diverse faces of inclusive research: reflecting on three research studies. <i>Scandinavian Journal of Disability Research</i> , 2016, 18, 52-64.	1.6	22
45	Parentsâ€™ and Teachersâ€™ Perspectives on Using iPads with Students with Developmental Disabilities. <i>Lecture Notes in Computer Science</i> , 2016, , 217-222.	1.3	0
46	Teacher Attitudes Towards Students Who Exhibit ADHD-Type Behaviours. <i>Australasian Journal of Special Education</i> , 2015, 39, 15-36.	0.6	25
47	Perspectives on life, wellbeing, and ageing by older women with intellectual disability. <i>Journal of Intellectual and Developmental Disability</i> , 2015, 40, 275-285.	1.6	12
48	Implementing iPad and Mobile Technologies for Students with Intellectual Disabilities. <i>Advances in Medical Technologies and Clinical Practice Book Series</i> , 2015, , 27-44.	0.3	0
49	Mobile technology in inclusive research: tools of empowerment. <i>Disability and Society</i> , 2014, 29, 999-1012.	2.2	29
50	People with Intellectual Disabilities Conducting Research: New Directions for Inclusive Research. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2014, 27, 1-2.	2.0	14
51	Using iPads With Students With Disabilities. <i>Intervention in School and Clinic</i> , 2014, 49, 244-250.	1.0	34
52	The importance of quality transition processes for students with disabilities across settings: Learning from the current situation in New South Wales. <i>Australian Journal of Education</i> , 2014, 58, 318-336.	1.5	24
53	iPads as instructional tools to enhance learning opportunities for students with developmental disabilities: An action research project. <i>Action Research</i> , 2014, 12, 151-176.	1.2	32
54	Building an Inclusive Research Team: The Importance of Team Building and Skills Training. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2014, 27, 13-22.	2.0	59

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55	Young People with Complex Needs in the Criminal Justice System. Research and Practice in Intellectual and Developmental Disabilities, 2014, 1, 174-185.	0.1	40
56	Does Mobile Technology Have a Place in Differentiated Instruction?. Advances in Mobile and Distance Learning Book Series, 2014, , 132-149.	0.5	1
57	Expanding horizons for students with dyslexia in the 21st century; universal design and mobile technology. Journal of Research in Special Educational Needs, 2013, 13, 175-181.	1.1	32
58	Integrating the iPad into Language Arts Instruction for Students with Disabilities: Engagement and Perspectives. Journal of Special Education Technology, 2013, 28, 43-52.	2.2	40
59	Mobile Learning as a Tool for Students with Emotional and Behavioral Disorders: Combining Evidence-Based Practice with New Technology. Beyond Behavior, 2013, 23, 23-29.	0.5	17
60	Aligning iPad Applications with Evidence-Based Practices in Inclusive and Special Education. , 2013, , 55-78.		7
61	The Education of Students With Emotional and Behavior Disabilities in Australia. Intervention in School and Clinic, 2012, 48, 55-59.	1.0	11
62	Using Technology to Create Motivating Social Skills Lessons. Intervention in School and Clinic, 2010, 45, 242-250.	1.0	12
63	Social Skills Instruction for Adolescents with Emotional Disabilities: A Technology-Based Intervention. Journal of Special Education Technology, 2008, 23, 19-33.	2.2	17
64	International Collaboration in Special Education Teacher Preparation. Intervention in School and Clinic, 0, , 105345122110475.	1.0	0
65	Incorporating Mobile Technology into Evidence-Based Practices for Students with Autism. Advances in Medical Technologies and Clinical Practice Book Series, 0, , 35-52.	0.3	5
66	School Success for At-Risk Students. , 0, , .		2
67	Lifespan Transitions and Disability. , 0, , .		5
68	Aligning iPad Applications with Evidence-Based Practices in Inclusive and Special Education. , 0, , 397-420.		2
69	Aligning iPad Applications with Evidence-Based Practices in Inclusive and Special Education. , 0, , 539-562.		0
70	Incorporating Mobile Technology into Evidence-Based Practices for Students with Autism. , 0, , 1069-1087.		0
71	Implementing iPad and Mobile Technologies for Students with Intellectual Disabilities. , 0, , 1408-1425.		0
72	Does Mobile Technology Have a Place in Differentiated Instruction?. , 0, , 2119-2137.		0

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73	Social Stories in Robot-Assisted Therapy for Children With ASD. , 0, , 40-59.		0
74	Updated Meta-Analysis of the Research on Response Cards. Journal of Behavioral Education, 0, , 1.	1.3	1
75	South Korean pre-service primary school teachersâ€™ attitudes towards gifted students and gifted education. Gifted Education International, 0, , 026142942211085.	1.8	1