

The Effects of Differentiated Instruction and Enrichment Achievement in Five Elementary Schools

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Citation Report

#	ARTICLE	IF	CITATIONS
2	A model for system-wide collaboration to support integrated social behavior and literacy evidence-based practices. <i>Psychology in the Schools</i> , 2012, 49, 465-482.	1.1	14
3	The Impact of Challenging Geometry and Measurement Units on the Achievement of Grade 2 Students. <i>Journal for Research in Mathematics Education</i> , 2013, 44, 478-509.	1.0	15
4	Three Paradigms of Gifted Education. <i>Gifted Child Quarterly</i> , 2013, 57, 151-168.	1.2	86
5	The Impact of Advanced Geometry and Measurement Curriculum Units on the Mathematics Achievement of First-Grade Students. <i>Gifted Child Quarterly</i> , 2013, 57, 71-84.	1.2	24
6	Reading Comprehension and Fluency Levels Ranges Across Diverse Classrooms. <i>Gifted Child Quarterly</i> , 2013, 57, 3-14.	1.2	44
7	Reading Specialists'™ Perceptions and Pedagogical Practices towards Struggling Readers. <i>International Journal of Education</i> , 2014, 6, 82.	0.1	1
8	The Flipped Classroom Model of Learning in Higher Education: An Investigation of Preservice Teachers'™ Perspectives and Achievement. <i>Journal of Digital Learning in Teacher Education</i> , 2014, 31, 18-27.	0.7	43
9	Reference Values of Within-District Intraclass Correlations of Academic Achievement by District Characteristics. <i>Evaluation Review</i> , 2014, 38, 546-582.	0.4	18
10	Capturing the complexity: Content, type, and amount of instruction and quality of the classroom learning environment synergistically predict third graders'™ vocabulary and reading comprehension outcomes.. <i>Journal of Educational Psychology</i> , 2014, 106, 762-778.	2.1	89
11	Evaluating the Efficacy of Using Predifferentiated and Enriched Mathematics Curricula for Grade 3 Students. <i>Gifted Child Quarterly</i> , 2014, 58, 272-286.	1.2	20
12	Closing the Opportunity Gap. <i>Gifted Child Today</i> , 2014, 37, 103-110.	0.5	25
13	Effects of Differentiated Reading Instruction on Student Achievement in Middle School. <i>Journal of Advanced Academics</i> , 2014, 25, 384-402.	0.5	26
14	Teachers'™ views on differentiation in content and language integrated learning (CLIL): Perceptions, practices and challenges. <i>Language and Education</i> , 2014, 28, 1-18.	1.0	49
15	Comprehension Tools for Teachers: Reading for Understanding from Prekindergarten Through Fourth Grade. <i>Educational Psychology Review</i> , 2014, 26, 379-401.	5.1	31
16	The Effect of Differentiation Approach Developed on Gifted Students. <i>Anthropologist</i> , 2015, 19, 613-625.	0.1	0
17	What Works in Gifted Education. <i>American Educational Research Journal</i> , 2015, 52, 137-167.	1.6	57
18	Effects of Differentiated Reading on Elementary Students'™ Reading Comprehension and Attitudes Toward Reading. <i>Gifted Child Quarterly</i> , 2015, 59, 91-107.	1.2	20
19	Pupils'™ perceptions of teaching behaviour: Evaluation of an instrument and importance for academic motivation in Indonesian secondary education. <i>International Journal of Educational Research</i> , 2015, 69, 98-112.	1.2	24

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20	Searching for Evidence-Based Practice. <i>Journal of Advanced Academics</i> , 2015, 26, 96-111.	0.5	15
21	Examining the Effects of Linking Student Performance and Progression in a Tier 2 Kindergarten Reading Intervention. <i>Journal of Learning Disabilities</i> , 2015, 48, 255-270.	1.5	4
22	Development and evaluation of a questionnaire measuring pre-service teachers' teaching behaviour: a Rasch modelling approach. <i>School Effectiveness and School Improvement</i> , 2015, 26, 169-194.	1.4	94
23	Talent Development as a Framework for Gifted Education. <i>Gifted Child Today</i> , 2015, 38, 49-59.	0.5	73
24	A longitudinal study of induction on the acceleration of growth in teaching quality of beginning teachers through the eyes of their students. <i>Teaching and Teacher Education</i> , 2015, 51, 225-245.	1.6	46
25	Individualizing Student Instruction in Reading. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 54-61.	1.4	26
26	Improving kindergarten teachers' differentiation practices to better anticipate student differences. <i>Educational Studies</i> , 2016, 42, 357-377.	1.4	13
27	Changes in teaching in order to help students with learning difficulties improve in Cypriot primary classes. <i>Education 3-13</i> , 2016, 44, 371-390.	0.6	2
28	Goals, data use, and instruction: the effect of a teacher professional development program on reading achievement. <i>School Effectiveness and School Improvement</i> , 2016, 27, 135-156.	1.4	22
29	Kindergarteners' Achievement on Geometry and Measurement Units That Incorporate a Gifted Education Approach. <i>Gifted Child Quarterly</i> , 2017, 61, 52-72.	1.2	10
30	Measuring teachers' perceptions about differentiated instruction: The DI-Quest instrument and model. <i>Studies in Educational Evaluation</i> , 2017, 53, 41-54.	1.2	69
31	Minority Achievement Gaps in STEM. <i>Gifted Child Quarterly</i> , 2017, 61, 20-39.	1.2	74
32	Teachers' Use of High- and Low-Support Scaffolding Strategies to Differentiate Language Instruction in High-Risk/Economically Disadvantaged Settings. <i>Journal of Early Intervention</i> , 2017, 39, 125-146.	1.1	36
33	The impact of comprehensive student support on teachers: Knowledge of the whole child, classroom practice, and Teacher Support. <i>Teaching and Teacher Education</i> , 2017, 65, 145-156.	1.6	14
34	Is it Our Job to Teach them to Read or to Act Appropriately? Teachers' and Staff's Perceptions of an Alternative School. <i>Sociological Inquiry</i> , 2017, 87, 501-523.	1.4	3
35	Individual differences in teacher development: An exploration of the applicability of a stage model to assess individual teachers. <i>Learning and Individual Differences</i> , 2017, 58, 46-55.	1.5	22
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37	Teachers and their implementation of differentiated instruction in the classroom. <i>Teaching and Teacher Education</i> , 2017, 67, 291-301.	1.6	136

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38	The impact of tier 1 reading instruction on reading outcomes for students in Grades 4–12: A meta-analysis. <i>Reading and Writing</i> , 2017, 30, 1639-1665.	1.0	19
39	Adaptation of the curriculum for the inclusion of learners with special education needs in selected primary schools in the Fort Beaufort District. <i>African Journal of Disability</i> , 2017, 6, 377.	0.7	3
40	Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. <i>Educational Research Review</i> , 2018, 24, 31-54.	4.1	95
41	Teachers' agency, efficacy, engagement, and emotional resilience during policy innovation implementation. <i>Journal of Educational Change</i> , 2018, 19, 181-204.	2.5	41
42	Differentiated instruction in a data-based decision-making context. <i>School Effectiveness and School Improvement</i> , 2018, 29, 43-63.	1.4	28
43	Effectiveness of a "Grass Roots" Statewide Enrichment Program for Gifted Elementary School Children. <i>Journal of Research on Educational Effectiveness</i> , 2018, 11, 375-408.	0.9	19
44	Achievement Unlocked: Effective Curriculum Interventions With Low-Income Students. <i>Gifted Child Quarterly</i> , 2018, 62, 68-82.	1.2	18
45	Measuring professional vision of inclusive classrooms in secondary education through video-based comparative judgement: An expert study. <i>Studies in Educational Evaluation</i> , 2018, 56, 71-84.	1.2	18
46	Short- and long-term effects of assessment-based differentiated reading instruction in general education on reading fluency and reading comprehension. <i>Learning and Instruction</i> , 2018, 56, 98-109.	1.9	42
47	Effectiveness of Reading-Strategy Interventions in Whole Classrooms: a Meta-Analysis. <i>Educational Psychology Review</i> , 2018, 30, 1215-1239.	5.1	44
48	A Pentagonal Pyramid Model for Differentiation in Literacy Instruction Across the Disciplines. <i>Journal of Adolescent and Adult Literacy</i> , 2018, 62, 45-53.	0.4	19
49	How inclusive are the teaching practices of my German, Maths and English teachers? " psychometric properties of a newly developed scale to assess personalisation and differentiation in teaching practices. <i>International Journal of Inclusive Education</i> , 2022, 26, 61-76.	1.5	45
50	Same, Similar, or Something Completely Different? Calibrating Student Surveys and Classroom Observations of Teaching Quality Onto a Common Metric. <i>Educational Measurement: Issues and Practice</i> , 2019, 38, 55-64.	0.8	8
51	From School Leadership to Differentiated Instruction. <i>Elementary School Journal</i> , 2019, 120, 197-219.	0.9	29
52	How Does Changing "One-Size-Fits-All" to Differentiated Instruction Affect Teaching?. <i>Review of Research in Education</i> , 2019, 43, 336-362.	0.8	66
53	Differentiation in the classroom. <i>SecEd</i> , 2019, 2019, 21-27.	0.3	3
54	Relations between CBM (oral reading and maze) and reading comprehension on state achievement tests: A meta-analysis. <i>Journal of School Psychology</i> , 2019, 73, 131-149.	1.5	34
55	Beliefs as filters for comparing inclusive classroom situations. Connecting teachers' beliefs about teaching diverse learners to their noticing of inclusive classroom characteristics in videoclips. <i>Contemporary Educational Psychology</i> , 2019, 56, 140-151.	1.6	19

#	ARTICLE	IF	CITATIONS
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57	Shedding Light on the Convoluted Terrain of Differentiated Instruction (DI): Proposal of a DI Taxonomy for the Heterogeneous Classroom. <i>Open Education Studies</i> , 2019, 1, 73-90.	0.4	15
58	Measuring pre-service teachers' professional vision of inclusive classrooms: A video-based comparative judgement instrument. <i>Teaching and Teacher Education</i> , 2019, 78, 1-14.	1.6	23
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60	How do teaching quality and pedagogical practice enhance vocational student engagement? A mixed-method classroom observation approach. <i>International Journal of Educational Management</i> , 2020, 34, 987-1000.	0.9	9
61	Professional vision of inclusive classrooms: A validation of teachers' reasoning on differentiated instruction and teacher-student interactions. <i>Studies in Educational Evaluation</i> , 2020, 67, 100912.	1.2	13
62	Differentiated instruction: the diversity of teachers' philosophy and praxis to adapt teaching to students' interests, readiness and learning profiles. <i>International Journal of Inclusive Education</i> , 2022, 26, 1383-1400.	1.5	17
63	The evidence base for advanced learning programs. <i>Phi Delta Kappan</i> , 2020, 102, 14-21.	0.4	20
64	Differentiated Literacy Instruction: Boondoggle or Best Practice?. <i>Review of Educational Research</i> , 2020, 90, 459-498.	4.3	22
65	The relationship between self-efficacy and instructional practice of in-service soft disciplines, hard disciplines and EFL teachers. <i>Asian-Pacific Journal of Second and Foreign Language Education</i> , 2020, 5, .	0.7	17
66	Developing academic talent as a practicing school psychologist: From potential to expertise. <i>Psychology in the Schools</i> , 2020, 57, 1582-1595.	1.1	6
67	Curriculum and instruction for the gifted: The role of school psychologists. <i>Psychology in the Schools</i> , 2020, 57, 1542-1557.	1.1	1
68	Teachers' interpersonal relationships and instructional expertise: How are they related?. <i>Studies in Educational Evaluation</i> , 2020, 66, 100902.	1.2	7
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70	Teaching practices for differentiating mathematics instruction for middle school students. <i>Mathematical Thinking and Learning</i> , 2021, 23, 95-124.	0.7	12
71	Observed teaching behaviour in secondary education across six countries: measurement invariance and indication of cross-national variations. <i>School Effectiveness and School Improvement</i> , 2021, 32, 64-95.	1.4	21
72	Creating inclusive classrooms in primary and secondary schools: From noticing to differentiated practices. <i>Teaching and Teacher Education</i> , 2021, 100, 103210.	1.6	8
73	Connecting teacher collaboration to inclusive practices using a social network approach. <i>Teaching and Teacher Education</i> , 2021, 97, 103182.	1.6	14

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74	Research on the Schoolwide Enrichment Model: Four decades of insights, innovation, and evolution. <i>Gifted Education International</i> , 2021, 37, 109-141.	0.8	19
75	A scoping review of 20 years of research on differentiation: investigating conceptualisation, characteristics, and methods used. <i>Review of Education</i> , 2021, 9, 161-198.	1.1	31
76	“For the whole grade”’s common good and based on the student’s own current situation”: differentiated teaching and the choice of methods among Finnish teachers. <i>Early Child Development and Care</i> , 2021, 191, 598-611.	0.7	5
77	Validity Evidence for the Revised Classroom Practices Survey: An Instrument to Measure Teachers’ Differentiation Practices. <i>Journal for the Education of the Gifted</i> , 2021, 44, 31-55.	0.5	1
78	Growth in language teachers’ understanding of differentiated instruction: a sociocultural theory perspective. <i>Journal of Education for Teaching</i> , 2021, 47, 322-336.	1.1	7
79	Preadolescent Advanced Readers: Exploring Attitudes, Beliefs, and Behaviors. <i>Gifted Child Today</i> , 2021, 44, 68-82.	0.5	1
80	Targeted school-based interventions for improving reading and mathematics for students with or at risk of academic difficulties in Grades K-6: A systematic review. <i>Campbell Systematic Reviews</i> , 2021, 17, e1152.	1.2	17
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82	Effects of Providing Teachers With Tools for Implementing Assessment-Based Differentiated Reading Instruction in Second Grade. <i>Assessment for Effective Intervention</i> , 2022, 47, 157-169.	0.6	5
83	A change of perspective “ Exploring Mexican primary and secondary school students’ perceptions of their teachers differentiated instructional practice. <i>Journal of Research in Special Educational Needs</i> , 2021, 21, 222-232.	0.5	2
84	The impact of adaptive computer assisted instruction on reading comprehension: Identifying the main idea. <i>Journal of Computer Assisted Learning</i> , 2021, 37, 1336-1347.	3.3	5
85	The schoolwide enrichment model for reading (SEM-R) framework. <i>Journal for the Education of Gifted Young Scientists</i> , 2021, 9, 133-138.	0.1	0
86	Differentiated instruction:A review of teacher education practices for Canadian pre-service elementary school teachers. <i>Journal of Education for Teaching</i> , 2021, 47, 668-681.	1.1	13
87	How does information consistency influence prospective teachers’ decisions about task difficulty assignments? A within-subject experiment to explain data-based decision-making in heterogeneous classes. <i>Learning and Instruction</i> , 2021, 74, 101440.	1.9	5
88	Multi-Tiered Systems of Support and Evidence-Based Practices. , 2016, , 121-141.		52
89	Unterricht. Springer-Lehrbuch, 2015, , 69-105.	0.1	45
90	Unterricht. , 2020, , 69-118.		18
91	Child characteristics by instruction interactions, literacy, and implications for theory and practice. <i>Studies in Written Language and Literacy</i> , 0, , 507-524.	1.0	2

#	ARTICLE	IF	CITATIONS
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96	DIFFERENCES BETWEEN DYSLEXIC AND NON-DYSLEXIC STUDENTS IN THE PERFORMANCE OF SPATIAL AND GEOGRAPHICAL THINKING. <i>Review of International Geographical Education Online (discontinued)</i> , 0, , .	0.1	4
97	La différenciation pédagogique: représentations et pratiques rapportées des enseignantes du primaire. <i>McGill Journal of Education</i> , 0, 51, 745-769.	0.0	4
98	Enrichment and Gifted Education Pedagogy to Develop Talents, Gifts, and Creative Productivity. <i>Education Sciences</i> , 2021, 11, 615.	1.4	18
99	Developing Professional Competence through Assessment: Constructivist and Reflective Practice in Teacher-Training. <i>Egitim Arastirmalari - Eurasian Journal of Educational Research</i> , 2015, 15, .	0.7	3
100	Looking Back and Looking Forward: Curriculum for Gifted and Talented Students. , 2018, , 149-161.		0
101	Differentiating Instruction in the Language Learning Classroom: Theoretical Considerations and Practical Applications. <i>Journal of Language Teaching and Research</i> , 2018, 9, 1220.	0.1	6
102	Differentiated Instruction in Practice: Curriculum Adjustments in Kindergarten. <i>Creative Education</i> , 2019, 10, 535-554.	0.2	4
103	DIFFERENTIATED INSTRUCTION AND ANTI-RACIST EDUCATION IN EFL LESSON PLANNING AND TEACHING. THE CASE STUDY OF ALICE WALKER'S "IN SEARCH OF OUR MOTHERS' GARDENS" IN AN EFL CLASSROOM. , 2019, , 0		0
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105	PEDAGOGICAL REQUIREMENTS FOR THE IMPLEMENTATION OF DIFFERENTIATED APPROACH IN TEACHING ELEMENTARY SCHOOL CHILDREN. <i>Humanities and Social Sciences Reviews</i> , 2019, 7, 399-403.	0.2	0
106	PEDAGOGICAL REQUIREMENTS FOR THE IMPLEMENTATION OF DIFFERENTIATED APPROACH IN TEACHING ELEMENTARY SCHOOL CHILDREN. <i>Humanities and Social Sciences Reviews</i> , 2019, 7, 495-499.	0.2	0
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108	The Schoolwide Enrichment Model. <i>Advances in Early Childhood and K-12 Education</i> , 2022, , 39-57.	0.2	1
109	A Synthesis of i-READR Reading Intervention in the lives of Struggling Readers. <i>International Journal of Science and Management Studies</i> , 0, , 1-6.	0.0	0
110	The Most-cited Educational Research Publications on Differentiated Instruction: A Bibliometric Analysis. <i>European Journal of Educational Research</i> , 2020, 9, 331-349.	0.7	12

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111	Scientific Reasoning Ability and Academic Achievement of Secondary School Students. <i>Global Regional Review</i> , 2020, V, 356-363.	0.0	0
112	The Effects of Group differentiation by studentsâ€™ learning strategies. <i>Instructional Science</i> , 2022, 50, 223-250.	1.1	2
113	Differentiated Instruction: Bibliometric Map of Literature. <i>MANAS Sosyal Arařtırmalar Dergisi</i> , 0, , 46-62.	0.2	0
114	Using digital differentiation to improve EFL achievement and self-regulation of tertiary learners: the Turkish context. <i>Innovation in Language Learning and Teaching</i> , 2023, 17, 340-353.	1.5	3
115	Learning to teach ambitiously: a multiple case study of practicing teachersâ€™ experimentation with enablers and extenders. <i>Journal of Mathematics Teacher Education</i> , 2023, 26, 363-394.	1.0	1
116	Redesigning for Equity and Achievement: Non-Levelled Guided Reading Instruction. <i>Reading and Writing Quarterly</i> , 0, , 1-18.	0.6	1
117	The efficacy of a computer-adaptive reading program on grade 5 studentsâ€™ reading achievement scores. <i>Education and Information Technologies</i> , 0, , 1.	3.5	1
118	Data-based differentiated instruction: The impact of standardized assessment and aligned teaching material on studentsâ€™ reading comprehension. <i>Learning and Instruction</i> , 2022, 79, 101597.	1.9	5
119	Quality of Teaching in Segregated Low SES Classes: A Mixed-Methods Study. <i>Journal of Education for Students Placed at Risk</i> , 2022, 27, 103-126.	1.5	1
120	Responding to the Advanced Intellectual Needs of Talented Readers With Interdisciplinary Learning Opportunities. <i>Gifted Child Today</i> , 2022, 45, 85-96.	0.5	0
121	Professional vision as a mediator for inclusive education? Unravelling the interplay between teachersâ€™ beliefs, professional vision and reported practice of differentiated instruction. <i>Educational Review</i> , 2024, 76, 483-505.	2.2	1
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123	Challenging but positive! â€œ An exploration into teacher attitude profiles towards differentiated instruction (<sc>DI</sc>) in Germany. <i>British Journal of Educational Psychology</i> , 2023, 93, 1-16.	1.6	3
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127	Maximizing Smallâ€‘Group Reading Instruction. <i>Reading Teacher</i> , 2022, 76, 348-356.	0.4	1
128	Broadening Pre-Service English Language Teachersâ€™ Perceptions of Differentiation Relying on the 5D Model. <i>Teacher Educator</i> , 2023, 58, 289-306.	0.8	1

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129	Conceptual Model of Differentiated-Instruction (DI) Based on Teachers'™ Experiences in Indonesia. Education Sciences, 2022, 12, 650.	1.4	7
130	Exploring inclusive education in times of COVID-19: An international comparison of German, Austrian and Portuguese teachers. Frontiers in Education, 0, 7, .	1.2	4
131	The Implementation of Differentiated Instruction Methods: An Identification of Inhibiting Factors and Their Solutions Toward Qualitative Surveys. , 2023, , 242-252.		1
132	Atividades de enriquecimento vivenciadas por estudantes com altas habilidades/superdotação. Revista Brasileira De Educacao, 0, 27, .	0.4	0
133	Different or Differentiated? Recoupling Policy and Practice in an Era of Accountability. Educational Policy, 2024, 38, 134-160.	1.4	0
134	Enrichment activities experienced by students with high abilities/giftedness. Revista Brasileira De Educacao, 0, 27, .	0.4	0
138	Differentiated Instruction as an Approach to Establish Effective Teaching in Inclusive Classrooms. , 2023, , 677-689.		2
141	Conceptual Frameworks Guiding Research on Talent Development. , 2023, , 37-55.		0
142	Type 6 Research: Construction of Cultural Provisions and Interventions. , 2023, , 171-190.		0