

# Evidence-Based Practices and Implementation Science

Exceptional Children

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Training Teachers to Conduct Trial-Based Functional Analyses. Behavior Modification, 2013, 37, 707-722.	1.1	30
2	Using a Modified Pyramidal Training Model to Teach Special Education Teachers to Conduct Trial-Based Functional Analyses. Teacher Education and Special Education, 2013, 36, 267-285.	1.6	27
3	Implementing Evidence-Based Practice in Education: What International Literature Reviews Tell Us and What They Don't. Preventing School Failure, 2013, 57, 119-123.	0.4	17
4	A Social-Ecological Analysis of the Self-Determination Literature. Intellectual and Developmental Disabilities, 2013, 51, 496-511.	0.6	75
5	Identifying and Promoting Transition Evidence-Based Practices and Predictors of Success. Career Development and Transition for Exceptional Individuals, 2013, 36, 140-151.	1.7	51
6	Implementation Fidelity of a Coaching-Based Professional Development Program for Improving Head Start Teachers' Literacy and Language Instruction. Journal of Early Intervention, 2013, 35, 102-128.	1.1	33
7	Involvement and Progress in the General Curriculum for Students With Extensive Support Needs: 12 Inclusive-Education Research and Implications for the Future. Inclusion, 2013, 1, 28-49.	0.9	74
9	Chapter 1 Evidence-Based Practices in Learning and Behavioral Disabilities: The Search for Effective Instruction. Advances in Learning and Behavioral Disabilities, 2013, , 1-19.	0.3	7
10	Chapter 10 Constructing Effective Instructional Toolkits: A Selective Review of Evidence-Based Practices for Students with Learning Disabilities. Advances in Learning and Behavioral Disabilities, 2013, , 221-249.	0.3	0
11	Advancing the Education of Students with Visual Impairments Through Evidence-Based Practices. International Review of Research in Developmental Disabilities, 2014, 46, 1-22.	0.6	3
12	Standards of Proof. Research and Practice for Persons With Severe Disabilities, 2014, 39, 178-188.	0.8	11
13	Statewide Assessment of Professional Development Needs Related to Educating Students With Autism Spectrum Disorder. Focus on Autism and Other Developmental Disabilities, 2014, 29, 67-79.	0.8	81
14	Teaching Skill Acquisition to Individuals with Blindness. International Review of Research in Developmental Disabilities, 2014, 46, 55-100.	0.6	5
15	Measurement invariance of an instrument assessing sustainability of school-based universal behavior practices.. School Psychology Quarterly, 2014, 29, 125-137.	2.4	11
16	Scaling Up School-Wide Positive Behavioral Interventions and Supports. Journal of Positive Behavior Interventions, 2014, 16, 197-208.	1.2	79
17	Tailoring communication supports for students with multiple and severe disability using a mentor-model approach: Four case studies from classrooms in special schools. Developmental Neurorehabilitation, 2014, 17, 90-98.	0.5	3
18	Comments and a personal reflection on the persistence of facilitated communication. Evidence-Based Communication Assessment and Intervention, 2014, 8, 102-110.	0.6	7
19	Special Education Today in the United States of America. Advances in Special Education, 2014, , 3-31.	0.1	1

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20	Evidence-Based Practices for Learners With Severe Intellectual Disability. <i>Research and Practice for Persons With Severe Disabilities</i> , 2014, 39, 305-318.	0.8	29
21	Synthesis of Research Symposium at CLD's 35th International Conference on Learning Disabilities. <i>Learning Disability Quarterly</i> , 2014, 37, 230-240.	0.9	0
22	Equipping Youth With Autism Spectrum Disorders for Adulthood. <i>Remedial and Special Education</i> , 2014, 35, 80-90.	1.7	62
23	Assessing, understanding, and supporting students with ADHD at school: Contemporary science, practice, and policy.. <i>School Psychology Quarterly</i> , 2014, 29, 379-384.	2.4	24
24	Measuring Rater Reliability on a Special Education Observation Tool. <i>Assessment for Effective Intervention</i> , 2014, 39, 131-145.	0.6	18
25	Identifying Students for Secondary and Tertiary Prevention Efforts: How Do We Determine Which Students Have Tier 2 and Tier 3 Needs?. <i>Preventing School Failure</i> , 2014, 58, 171-182.	0.4	31
26	Implementation Science in School Mental Health: Key Constructs in a Developing Research Agenda. <i>School Mental Health</i> , 2014, 6, 99-111.	1.1	151
27	On the Fault Line: A Qualitative Exploration of High School Teachers' Involvement with Student Mental Health Issues. <i>School Mental Health</i> , 2014, 6, 184-200.	1.1	28
28	Observed changes in the alertness and communicative involvement of students with multiple and severe disability following in-class mentor modelling for staff in segregated and general education classrooms. <i>Journal of Intellectual Disability Research</i> , 2014, 58, 704-720.	1.2	12
29	Speech-language pathologists' practices regarding assessment, analysis, target selection, intervention, and service delivery for children with speech sound disorders. <i>Clinical Linguistics and Phonetics</i> , 2014, 28, 508-531.	0.5	114
30	A Call for Examining Replication and Bias in Special Education Research. <i>Remedial and Special Education</i> , 2014, 35, 233-246.	1.7	75
31	Examining the Effects and Quality of Interventions Based on the Assessment of Contextual Variables. <i>Exceptional Children</i> , 2014, 80, 407-422.	1.4	23
32	Get Them Back on Track: Use of the Good Behavior Game to Improve Student Behavior. <i>Beyond Behavior</i> , 2014, 23, 20-26.	0.4	10
33	Creating Multimedia-Based Vignettes with Embedded Evidence-Based Practices: A Tool for Supporting Struggling Learners. <i>Journal of Special Education Technology</i> , 2014, 29, 15-30.	1.4	20
34	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
35	The Efficacy of IRIS STAR Legacy Modules Under Different Instructional Conditions. <i>Teacher Education and Special Education</i> , 2015, 38, 291-305.	1.6	20
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37	Assistive Technology Standards and Evidence-Based Practice: Early Practice and Current Needs. <i>Advances in Special Education Technology</i> , 2015, , 163-201.	0.0	0

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38	Research-Based Academic and Behavioral Practices in Alternative Education Settings: Best Evidence, Challenges, and Recommendations. <i>Advances in Learning and Behavioral Disabilities</i> , 2015, , 225-271.	0.3	4
39	Introduction to the Conference Special Issue: Breadth and Depth From the Fifth International Mind, Brain, and Education Society Conference. <i>Mind, Brain, and Education</i> , 2015, 9, 61-63.	0.9	0
40	What High School Administrators Need to Know About Secondary Transition Evidence-Based Practices and Predictors for Students With Disabilities. <i>NASSP Bulletin</i> , 2015, 99, 254-273.	0.4	14
41	Are Online Sources for Identifying Evidence-Based Practices Trustworthy? An Evaluation. <i>Exceptional Children</i> , 2015, 82, 58-80.	1.4	25
42	Increasing Rural Special Education Teacher Candidates' Ability to Implement Evidence-Based Practices: A Program Description of the Boise State University TATERS Program. <i>Rural Special Education Quarterly</i> , 2015, 34, 5-9.	0.4	3
43	A Theory of Secondary Teachers' Adaptations When Implementing a Reading Intervention Program. <i>Journal of Special Education</i> , 2015, 49, 168-178.	1.2	13
44	The Perspectives of Students With and Without Disabilities on Inclusive Schools. <i>Research and Practice for Persons With Severe Disabilities</i> , 2015, 40, 243-260.	0.8	51
46	Clinical trial of Second Step® middle-school program: Impact on aggression & victimization. <i>Journal of Applied Developmental Psychology</i> , 2015, 37, 52-63.	0.8	116
47	Effects of a Professional Development Package to Prepare Special Education Paraprofessionals to Implement Evidence-Based Practice. <i>Journal of Special Education</i> , 2015, 49, 39-51.	1.2	65
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49	All Means All. <i>Research and Practice for Persons With Severe Disabilities</i> , 2015, 40, 173-191.	0.8	57
50	Naturalistic Instructional Approaches in Early Learning. <i>Journal of Early Intervention</i> , 2015, 37, 69-97.	1.1	81
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52	Developing Student, Family, and School Constructs From NLTS2 Data. <i>Journal of Special Education</i> , 2015, 49, 89-103.	1.2	10
53	Strategies for Increasing Reading Comprehension Skills in Students with Autism Spectrum Disorder: A Review of the Literature. <i>Education and Treatment of Children</i> , 2016, 39, 187-219.	0.6	26
54	Computer-Based Instruction (CBI) Within Special Education. , 2016, , 211-254.		3
55	MANUALIZATION, FEASIBILITY, AND EFFECTIVENESS OF THE SCHOOL-BASED SOCIAL COMPETENCE INTERVENTION FOR ADOLESCENTS (SCI-CA). <i>Psychology in the Schools</i> , 2016, 53, 583-600.	1.1	26
56	SCALE-UP OF SAFE & CIVIL SCHOOLS™ MODEL FOR SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS. <i>Psychology in the Schools</i> , 2016, 53, 339-358.	1.1	11

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58	The Role of Theory in Early Childhood Special Education and Early Intervention. , 2016, , 21-36.		8
59	Assessment in Early Childhood Special Education. , 2016, , 89-106.		6
60	Embedding Interventions to Promote Self-Determination within Multitiered Systems of Supports. Exceptionality, 2016, 24, 213-224.	1.1	70
61	Racial and Ethnic Diversity of Participants in Research Supporting Evidence-Based Practices for Learners With Autism Spectrum Disorder. Journal of Special Education, 2016, 50, 151-163.	1.2	134
62	ECoaching Across Routines to Enhance Teachersâ€™ Use of Modeling. Teacher Education and Special Education, 2016, 39, 227-245.	1.6	21
63	Personalizing Research: Special Educatorsâ€™ Awareness of Evidence-Based Practice. Exceptionality, 2016, 24, 63-78.	1.1	16
64	The Search for Role Clarity. Teacher Education and Special Education, 2016, 39, 83-97.	1.6	44
65	Two Approaches for Improving Reading Fluency: Research Supports Repeated Reading But Not Colored Filters. Advances in Learning and Behavioral Disabilities, 2016, , 17-38.	0.3	0
66	A History of Early Childhood Special Education. , 2016, , 3-19.		7
67	Identifying and Predicting Distinct Patterns of Implementation in a School-Wide Behavior Support Framework. Prevention Science, 2016, 17, 992-1001.	1.5	25
68	Creating Content Acquisition Podcasts (CAPs) for Vocabulary. Journal of Special Education Technology, 2016, 31, 228-235.	1.4	3
69	Individual support planning with people with ID in The Netherlands: Official requirements and stakeholdersâ€™ expectations. Alter, 2016, 10, 281-288.	1.0	3
70	Ecobehavioral Characteristics of Self-Contained High School Classrooms for Students With Severe Cognitive Disability. Research and Practice for Persons With Severe Disabilities, 2016, 41, 227-243.	0.8	58
71	21st Century Change Drivers. Teacher Education and Special Education, 2016, 39, 98-120.	1.6	44
72	Implementing Secondary Transition Evidence-Based Practices. Career Development and Transition for Exceptional Individuals, 2016, 39, 12-22.	1.7	45
73	Right at Your Fingertips: Important Web-Based Resources for Understanding Evidence-Based Practices. Early Childhood Education Journal, 2016, 44, 403-408.	1.6	5
74	Math Interventions for Students With Autism Spectrum Disorder. Exceptional Children, 2016, 82, 443-462.	1.4	66

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76	Group Coaching on Pre-School Teachersâ€™ Implementation of Pyramid Model Strategies. <i>Topics in Early Childhood Special Education</i> , 2016, 36, 147-158.	1.5	21
77	Resources to Increase Practitionersâ€™ Knowledge and Use of Evidence-Based Practices. <i>Young Exceptional Children</i> , 2016, 19, 35-47.	0.6	3
78	Advanced Reading Comprehension Expectations in Secondary School. <i>Journal of Disability Policy Studies</i> , 2016, 27, 54-64.	0.9	17
79	Implementation and Generalization of Peer Support Arrangements for Students With Severe Disabilities in Inclusive Classrooms. <i>Journal of Special Education</i> , 2016, 49, 221-232.	1.2	45
80	A Socio-Cultural Analysis of Practitioner Perspectives on Implementation of Evidence-Based Practice in Special Education. <i>Journal of Special Education</i> , 2016, 50, 27-36.	1.2	18
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82	Exploring Student, Family, and School Predictors of Self-Determination Using NLT2 Data. <i>Career Development and Transition for Exceptional Individuals</i> , 2016, 39, 23-33.	1.7	15
83	Positive Behavior Interventions: the Issue of Sustainability of Positive Effects. <i>Educational Psychology Review</i> , 2016, 28, 145-170.	5.1	15
84	Conceptualizing effectiveness in disability research. <i>International Journal of Research and Method in Education</i> , 2017, 40, 113-136.	1.1	8
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86	Impact of Bug-in-Ear Professional Development on Early Childhood Co-Teachersâ€™ Use of Communication Strategies. <i>Topics in Early Childhood Special Education</i> , 2017, 36, 218-229.	1.5	14
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89	Implementing a UDL Framework: A Study of Current Personnel Preparation Practices. <i>Intellectual and Developmental Disabilities</i> , 2017, 55, 25-36.	0.6	20
90	Implementation evaluation of early intensive behavioral intervention programs for children with autism spectrum disorders: A systematic review of studies in the last decade. <i>Evaluation and Program Planning</i> , 2017, 62, 1-8.	0.9	30
91	One Step at a Time: Using Task Analyses to Teach Skills. <i>Early Childhood Education Journal</i> , 2017, 45, 855-862.	1.6	5
92	Current Perspectives on Interventions for Self-Injurious Behavior of Children with Autism Spectrum Disorder: A Systematic Review of the Literature. <i>Journal of Behavioral Education</i> , 2017, 26, 293-329.	0.9	16

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94	Assessing Teachers'™ Behavior Support Skills. <i>Teacher Education and Special Education</i> , 2017, 40, 128-139.	1.6	16
95	Investigation of School Professionals'™ Self-Efficacy for Working With Students With ASD. <i>Journal of Positive Behavior Interventions</i> , 2017, 19, 90-101.	1.2	35
96	Scaling the Pyramid Model Across Complex Systems Providing Early Care for Preschoolers: Exploring How Models for Decision Making May Enhance Implementation Science. <i>Early Education and Development</i> , 2017, 28, 822-838.	1.6	10
97	Evidence-Based Practice in Special Education and Cultural Adaptations. <i>Research and Practice for Persons With Severe Disabilities</i> , 2017, 42, 53-61.	0.8	9
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101	Special Education at the Crossroad: An Identity Crisis and the Need for a Scientific Reconstruction. <i>Exceptionality</i> , 2017, 25, 139-155.	1.1	44
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104	Establishing the State of Affairs for Evidence-Based Practices in Students With Severe Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 2017, 42, 8-18.	0.8	23
105	A Review of the Pyramidal Training Approach for Practitioners Working With Individuals With Disabilities. <i>Behavior Modification</i> , 2017, 41, 558-580.	1.1	18
106	Fidelity Assessment to Improve Teacher Instruction and School Decision Making. <i>Journal of Applied School Psychology</i> , 2017, 33, 331-346.	0.4	14
108	Wicked problems in special and inclusive education. <i>Journal of Research in Special Educational Needs</i> , 2017, 17, 229-236.	0.5	25
109	Identifying Evidence-Based Practices for Behavior: Analysis of Studies Reviewed by the What Works Clearinghouse. <i>The Clearing House</i> , 2017, 90, 125-128.	0.7	2
110	Working Conditions in Self-Contained Settings for Students With Emotional Disturbance. <i>Journal of Special Education</i> , 2017, 51, 83-94.	1.2	34
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112	A Meta-Analysis of Educator Training to Improve Implementation of Interventions for Students With Disabilities. <i>Remedial and Special Education</i> , 2017, 38, 131-144.	1.7	61
113	Implementing structured consultation with autism spectrum disorder early intervention practitioners. <i>Journal of Intellectual and Developmental Disability</i> , 2017, 42, 269-274.	1.1	4
114	Toward More Effective Tiered Systems: Lessons From National Implementation Efforts. <i>Exceptional Children</i> , 2017, 83, 269-280.	1.4	21
115	Comparison of Probe Procedures in the Assessment of Chained Tasks. <i>Psychological Record</i> , 2017, 67, 547-557.	0.6	7
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118	Let's Get to Work Wisconsin: Launching youth with intellectual and developmental disabilities into the workforce. <i>Journal of Vocational Rehabilitation</i> , 2017, 47, 379-390.	0.5	11
119	Video-Based Group Instruction for Adolescents With Autism Spectrum Disorders. <i>International Review of Research in Developmental Disabilities</i> , 2017, , 109-139.	0.6	2
120	Effects of a Training Package to Increase Teachers' Fidelity of Naturalistic Instructional Procedures in Inclusive Preschool Classrooms. <i>Teacher Education and Special Education</i> , 2018, 41, 321-339.	1.6	7
121	Translating Intervention Research for Students With Mild Disabilities to Practice: A Systematic Journal Analysis. <i>Journal of Special Education</i> , 2018, 52, 67-77.	1.2	10
122	The Continuing Evolution of a Science for Students With Behavioral Disorders: Who, What, When, Where, and How. <i>Rural Special Education Quarterly</i> , 2018, 37, 132-139.	0.4	2
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125	Translating Evidence-Based Practices to Usable Interventions for Young Children With Autism. <i>Journal of Early Intervention</i> , 2018, 40, 158-176.	1.1	14
126	Literacy Interventions for Secondary Students Formally Identified with Emotional and Behavioral Disorders: Trends and Gaps in the Research. <i>Journal of Behavioral Education</i> , 2018, 27, 23-52.	0.9	30
127	Building Evidence in Early Childhood Special Education: A Systematic Review of Replication Intervention Studies. <i>Topics in Early Childhood Special Education</i> , 2018, 37, 246-256.	1.5	8
128	The use of visual schedules and work systems to increase the on-task behaviour of students on the autism spectrum in mainstream classrooms. <i>Journal of Research in Special Educational Needs</i> , 2018, 18, 254-266.	0.5	20
129	Using High-Leverage Practices in Teacher Preparation to Reduce the Research-to-Practice Gap in Inclusive Settings. <i>Australasian Journal of Special and Inclusive Education</i> , 2018, 42, 3-16.	0.3	12
130	A 16-Year Review of Participant Diversity in Intervention Research Across a Selection of 12 Special Education Journals. <i>Exceptional Children</i> , 2018, 84, 312-329.	1.4	24



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133	Quality Indicators for Reviews of Research in Special Education. Exceptionality, 2018, 26, 245-265.	1.1	36
134	Interventions and Adaptations for Children with Autism Spectrum Disorder in Inclusive Early Childhood Settings. Early Childhood Education Journal, 2018, 46, 277-286.	1.6	16
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141	â€œMeasuringâ€™ Physical Literacy and Related Constructs: A Systematic Review of Empirical Findings. Sports Medicine, 2018, 48, 659-682.	3.1	150
142	Exceptional Professional Learning for RtI Implementation in Early Childhood Settings. Contemporary School Psychology, 2018, 22, 401-412.	0.9	1
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151	Teaching Play Skills to Children with Disabilities: Research-Based Interventions and Practices. Early Childhood Education Journal, 2018, 46, 587-599.	1.6	13

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153	A boy and his AAC team: building instructional competence across team members. <i>AAC: Augmentative and Alternative Communication</i> , 2018, 34, 167-179.	0.8	11
154	Am I Just Stupid? Key Issues for Teachers Involved in High-Stakes Testing with Children Who Have Dyslexia. , 2018, , 67-82.		0
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157	Supporting Parent Use of Evidence-Based Practices for Infants and Toddlers with Autism Spectrum Disorder. <i>Autism and Child Psychopathology Series</i> , 2018, , 405-423.	0.1	3
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161	Urban teachersâ€™ implementation of SRSD for persuasive writing following practice-based professional development: positive effects mediated by compromised fidelity. <i>Reading and Writing</i> , 2019, 32, 1483-1506.	1.0	28
162	Resource Leveraging to Achieve Large-Scale Implementation of Effective Educational Practices. <i>Journal of Positive Behavior Interventions</i> , 2019, 21, 67-76.	1.2	17
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164	How Much Is Enough? Evaluating Intervention Implementation Efficiently. <i>Assessment for Effective Intervention</i> , 2019, 44, 135-144.	0.6	4
165	Social Validity and Teachersâ€™ Use of Evidence-Based Practices for Autism. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 4585-4594.	1.7	40
166	Identifying the factors that influence teacher practice change in a single case study. <i>Educational Psychology in Practice</i> , 2019, 35, 395-410.	0.5	3
167	Monitoring Instructional Responsivenessâ€™ Reading (MIR-R): Preliminary Validity and Reliability With Economically Diverse Learners. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 617-634.	0.9	1
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171	School-University Partnerships: One Institution's Efforts to Integrate and Support Teacher Use of High-Leverage Practices. Remedial and Special Education, 2019, 40, 356-364.	1.7	8
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