

Is Performance Feedback for Educators an Evidence-Based and Evaluation Based on Single-Case Research

Exceptional Children

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Citation Report

#	ARTICLE	IF	CITATIONS
1	The Effect of Coaching on a Faith Community Volunteerâ€™s Use of Effective Teaching Behaviors. Research and Practice for Persons With Severe Disabilities, 2015, 40, 294-306.	0.8	7
2	Considering Generality in the Systematic Review and Meta-Analysis of Single-Case Research: A Response to Hitchcock et al.. Journal of Behavioral Education, 2015, 24, 470-482.	0.9	14
3	Coaching Via Electronic Performance Feedback to Support Home Visitorsâ€™ Use of Caregiver Coaching Strategies. Topics in Early Childhood Special Education, 2015, 35, 157-169.	1.5	30
4	Effects of a Video-Feedback Intervention on Teachersâ€™ Use of Praise. Education and Treatment of Children, 2015, 38, 451-472.	0.6	21
5	Increasing teacher treatment integrity of behavior support plans through consultation and Implementation Planning. Journal of School Psychology, 2015, 53, 209-229.	1.5	64
6	Student-Level Effects of Increased Teacher-Directed Opportunities to Respond. Journal of Behavioral Education, 2015, 24, 273-288.	0.9	15
7	Personnel Development Practices in Early Childhood Intervention. , 2016, , 289-333.		11
8	Efficacy of training job coaches to implement evidence-based instructional strategies. Journal of Vocational Rehabilitation, 2016, 45, 351-364.	0.5	13
9	The educational validity and utility of single-case design research in building evidence-based practices in education. International Journal of Research and Method in Education, 2016, 39, 349-364.	1.1	6
10	INCREASING THE QUALITY OF TIER 1 READING INSTRUCTION: USING PERFORMANCE FEEDBACK TO INCREASE OPPORTUNITIES TO RESPOND DURING IMPLEMENTATION OF A CORE READING PROGRAM. Psychology in the Schools, 2016, 53, 89-105.	1.1	8
11	21st Century Change Drivers. Teacher Education and Special Education, 2016, 39, 98-120.	1.6	44
12	Math Interventions for Students With Autism Spectrum Disorder. Exceptional Children, 2016, 82, 443-462.	1.4	66
13	The Use of Email to Coach Preservice Early Childhood Teachers. Topics in Early Childhood Special Education, 2016, 36, 78-90.	1.5	48
14	Implementation Planning to Promote Parents' Treatment Integrity of Behavioral Interventions for Children with Autism. Journal of Educational and Psychological Consultation, 2016, 26, 87-109.	1.0	24
15	Effects of a Multimedia Professional Development Package on Inclusive Science Teachersâ€™ Vocabulary Instruction. Journal of Teacher Education, 2017, 68, 213-230.	2.0	30
16	What does the literature say about using robots on children with disabilities?. Disability and Rehabilitation: Assistive Technology, 2017, 12, 429-440.	1.3	43
17	INCORPORATING APPLIED BEHAVIOR ANALYSIS TO ASSESS AND SUPPORT EDUCATORSâ€™ TREATMENT INTEGRITY. Psychology in the Schools, 2017, 54, 446-460.	1.1	15
18	Fidelity Assessment to Improve Teacher Instruction and School Decision Making. Journal of Applied School Psychology, 2017, 33, 331-346.	0.4	14

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19	Impact of Performance Feedback in Family-Centered and Culturally Responsive Interview Instruction. <i>American Journal of Speech-Language Pathology</i> , 2017, 26, 1244-1253.	0.9	2
20	Increasing Teachers'™ Use of Behavior-Specific Praise Using a Multitiered System for Professional Development. <i>Journal of Positive Behavior Interventions</i> , 2017, 19, 239-251.	1.2	43
21	The Effects of Bug-in-Ear Coaching on Pre-Service Behavior Analysts'™ Use of Functional Communication Training. <i>Behavior Analysis in Practice</i> , 2017, 10, 228-241.	1.5	20
22	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
23	Training Paraprofessionals to Target Socialization in Students With ASD. <i>Journal of Positive Behavior Interventions</i> , 2017, 19, 102-114.	1.2	16
24	Findings Across Practitioner Training Studies in Special Education: A Comprehensive Review and Meta-Analysis. <i>Exceptional Children</i> , 2017, 84, 7-26.	1.4	82
25	Consultation Practices. , 2017, , 167-195.		1
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27	Professional development to increase teacher behavior-specific praise: A single-case design replication. <i>Psychology in the Schools</i> , 2018, 55, 264-277.	1.1	17
28	Emailed implementation supports to promote treatment integrity: Comparing the effectiveness and acceptability of prompts and performance feedback. <i>Journal of School Psychology</i> , 2018, 68, 113-128.	1.5	24
29	A critical review of videoconferencing software to support school consultation. <i>International Journal of School and Educational Psychology</i> , 2018, 6, 12-22.	1.0	19
30	A Comparison of Written, Vocal, and Video Feedback When Training Teachers. <i>Journal of Behavioral Education</i> , 2018, 27, 124-144.	0.9	6
31	Using Performance Feedback to Increase Special Education Teachers'™ Use of Effective Practices. <i>Teaching Exceptional Children</i> , 2018, 51, 125-133.	0.8	2
32	Functional Communication Training: The Strength of Evidence Across Disabilities. <i>Exceptional Children</i> , 2018, 85, 86-103.	1.4	51
33	The Use of Email to Coach Early Childhood Teachers. <i>Journal of Early Intervention</i> , 2018, 40, 212-228.	1.1	16
34	Evaluating Immediate Feedback via Bug-in-Ear as an Evidence-Based Practice for Professional Development. <i>Journal of Special Education Technology</i> , 2018, 33, 247-258.	1.4	21
35	Examining the Effects of Performance Feedback on Preschool Teachers'™ Fidelity of Implementation of a Small-Group Phonological Awareness Intervention. <i>Reading and Writing Quarterly</i> , 2018, 34, 361-378.	0.6	4
36	A Review of School-Based Interventions to Reduce Challenging Behavior for Adolescents with ASD. <i>Journal of Developmental and Physical Disabilities</i> , 2019, 31, 1-21.	1.0	10

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38	Increasing implementation science literacy to address the research-to-practice gap in school psychology. <i>Journal of School Psychology</i> , 2019, 76, 33-47.	1.5	65
39	Thinning Schedules of Reinforcement Following Functional Communication Training for Children with Intellectual and Developmental Disabilities: A Meta-analytic Review. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 4788-4806.	1.7	9
40	Professional Development in Practice. <i>Elementary School Journal</i> , 2019, 120, 61-87.	0.9	17
41	Using Text Messaging to Deliver Performance Feedback to Preservice Early Childhood Teachers. <i>Topics in Early Childhood Special Education</i> , 2019, 39, 88-102.	1.5	24
42	Coaching Teachers to Promote Social Interactions With Toddlers. <i>Journal of Positive Behavior Interventions</i> , 2019, 21, 199-212.	1.2	6
43	Delivering Performance Feedback to Teachers Using Technology-Based Observation and Coaching Tools. <i>Intervention in School and Clinic</i> , 2019, 55, 103-112.	0.8	5
45	Meta-Analytic Evaluation of FRIENDS: A Rejoinder of. <i>Education and Treatment of Children</i> , 2019, 42, 129-146.	0.6	1
46	Supporting Out-of-School Time Staff in Low Resource Communities: A Professional Development Approach. <i>American Journal of Community Psychology</i> , 2019, 63, 378-390.	1.2	5
47	Examination of a Parent-Mediated Detect, Practice, and Repair Procedure to Improve Math Fact Fluency. <i>School Psychology Review</i> , 2019, 48, 293-308.	1.8	3
48	Understanding Home-Based Treatment Fidelity Assessment and Promotion: Implications for School Psychologists. <i>Contemporary School Psychology</i> , 2019, 23, 455-465.	0.9	0
49	Using Multimedia Instruction and Performance Feedback to Improve Preservice Teachersâ€™™ Vocabulary Instruction. <i>Teacher Education and Special Education</i> , 2019, 42, 227-245.	1.6	16
50	Multitiered Support for Classroom Management Professional Development. <i>Beyond Behavior</i> , 2019, 28, 5-12.	0.4	9
51	Promoting Affirming School Athletics for LGBTQ Youth Through Professional Development. <i>Journal of Educational and Psychological Consultation</i> , 2019, 29, 68-88.	1.0	11
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53	The Responsible Inclusion of Students Receiving Special Education Services for Emotional Disturbance: Unraveling the Practice to Research Gap. <i>Behavior Modification</i> , 2019, 43, 587-611.	1.1	24
54	Language interventions taught to caregivers in homes and classrooms: A review of intervention and implementation fidelity. <i>Early Childhood Research Quarterly</i> , 2020, 50, 140-156.	1.6	33
55	A Review of the Evidence for Real-Time Performance Feedback to Improve Instructional Practice. <i>Journal of Special Education</i> , 2020, 54, 90-100.	1.2	12

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56	Targeted and Intensive Consultation for Increasing Head Start and Elementary Teachers'™ Behavior-Specific Praise. <i>Journal of Behavioral Education</i> , 2020, 29, 717-740.	0.9	15
57	Assessing Parents'™ Treatment Fidelity: A Survey of Practitioners in Home Settings. <i>Focus on Autism and Other Developmental Disabilities</i> , 2020, 35, 15-25.	0.8	6
58	Teacher-Delivered Training to Promote Paraprofessional Implementation of Systematic Instruction. <i>Teacher Education and Special Education</i> , 2020, 43, 257-274.	1.6	13
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63	Administrators'™ Roles: Providing Special Educators with Opportunities to Learn and Enact Effective Reading Practices for Students With EBD. <i>Beyond Behavior</i> , 2020, 29, 52-61.	0.4	7
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66	A Meta-Analysis of Paraprofessional-Delivered Interventions to Address Challenging Behavior Among Students With Disabilities. <i>Journal of Positive Behavior Interventions</i> , 2021, 23, 68-80.	1.2	13
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75	Bug-in-the-Ear Training Increases Teachers'™ Effective Instruction Delivery and Student Compliance. <i>Journal of Behavioral Education</i> , 0, , 1.	0.9	2
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87	School Psychologists as Preschool Consultants: Scaling up Classroom-Based Program-Wide Positive Behavior Supports. <i>Journal of Educational and Psychological Consultation</i> , 0, , 1-21.	1.0	0
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105	Improving Paraeducator Mand Training for Students with Autism Spectrum Disorder through a Brief Performance Feedback Intervention. <i>Education and Treatment of Children</i> , 0, , 1.	0.6	1
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122	Exploring Characteristics of Interventionist Training Associated with Improved Learner Outcomes: A Meta-Analysis. <i>Journal of Behavioral Education</i> , 0, , .	0.9	2
123	Considering the implementation research-to-practice gap: An experimental evaluation of intervention-general methods for assessing and supporting intervention fidelity through coaching. <i>Journal of School Psychology</i> , 2023, 97, 152-170.	1.5	1
124	Self-Contained Special Educators'™ Perceptions toward Including Students with Significant Cognitive Disabilities in General Education Classes. <i>Exceptionality</i> , 0, , 1-17.	1.1	0
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126	A Comparison of Video Performance Feedback and Self-Monitoring Strategies to Improve Pre-Service Teachers'™ Implementation of Systematic Instruction. <i>Journal of Educational Technology Systems</i> , 0, , 004723952311514.	3.6	0
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