

Providing Students With Severe Disabilities Access to t

Research and Practice for Persons With Severe Disabilities
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Citation Report

#	ARTICLE	IF	CITATIONS
1	Research and Evidence-Based Practices to Promote Membership and Learning in General Education for Students With Extensive Support Needs. <i>Inclusion</i> , 2017, 5, 94-109.	0.9	11
2	Teacher Educators's Perspectives: Preparing Preservice Teachers to Provide Access to the General Curriculum. <i>Remedial and Special Education</i> , 2018, 39, 365-376.	1.7	4
3	Adaptations in General Education Classrooms for Students With Severe Disabilities: Access, Progress Assessment, and Sustained Use. <i>Research and Practice for Persons With Severe Disabilities</i> , 2019, 44, 87-102.	0.8	13
4	Recommendations for Inclusive Educational Practices in Mathematics for Students With Extensive Support Needs. <i>Inclusion</i> , 2019, 7, 75-91.	0.9	5
5	Review of Interventions Supporting Secondary Students with Intellectual Disability in General Education Classes. <i>Research and Practice for Persons With Severe Disabilities</i> , 2019, 44, 103-121.	0.8	31
6	Relationship between disability category, time spent in general education and academic achievement. <i>Educational Studies</i> , 2020, 46, 497-512.	1.4	8
7	Using Assistive Technology to Support Science Instruction in the Inclusive Elementary Classroom. <i>Journal of Special Education Technology</i> , 2020, , 016264342094782.	1.4	3
8	The Quick Collaborative Meeting: Promoting Success in an Inclusive Setting. <i>Teaching Exceptional Children</i> , 2020, 53, 114-120.	0.8	2
9	Teaching for inclusion – a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support. <i>International Journal of Inclusive Education</i> , 2023, 27, 541-555.	1.5	19
10	Leading through a critical lens: The application of DisCrit in framing, implementing and improving equity driven, educational systems for all students. <i>Journal of Educational Administration</i> , 2020, 58, 489-505.	0.8	9
11	Unit Co-Planning for Academic and College and Career Readiness in Inclusive Secondary Classrooms. <i>Teaching Exceptional Children</i> , 2020, 53, 44-51.	0.8	0
12	Parental caregivers's use of support networks for adults with autism by educational status. <i>Journal of Family Social Work</i> , 2021, 24, 81-97.	0.8	1
13	Pedagogical Practices in Teaching Students With Disabilities in Inclusive Education. <i>Advances in Early Childhood and K-12 Education</i> , 2021, , 66-86.	0.2	1
14	Fostering Strengths and Supporting the Needs of Students With Disabilities. <i>Advances in Psychology, Mental Health, and Behavioral Studies</i> , 2021, , 193-213.	0.1	0
15	Examining Teacher and Teacher Educator Perspectives of Teacher Leadership in Extensive Support Needs. <i>Teacher Education and Special Education</i> , 2022, 45, 160-179.	1.6	7
16	Using UDL to Plan a Book Study Lesson for Students With Intellectual Disabilities in Inclusive Classrooms. <i>Teaching Exceptional Children</i> , 2022, 54, 258-267.	0.8	1
17	Inclusion is the ideal, but what is the reality? Early years practitioners perceptions of the access and inclusion model in preschools in Ireland. <i>European Early Childhood Education Research Journal</i> , 2021, 29, 780-794.	1.2	2
18	A Systematic Review of Single-Case Research on Science-Teaching Interventions to Students with Intellectual Disability or Autism Spectrum Disorder. <i>Disabilities</i> , 2021, 1, 286-300.	0.5	2

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19	Future Education Leaders' Needs in Serving Students With Severe Disabilities: A Call for Intentional Preparation. <i>Inclusion</i> , 2017, 5, 60-76.	0.9	3
20	Alternate Curricula as a Barrier to Inclusive Education for Students With Intellectual Disabilities. <i>International Electronic Journal of Elementary Education</i> , 2020, 12, 235-247.	0.6	7
21	An Analysis of Domestic and Foreign Studies on the Curriculum of Students with Disabilities. <i>Teuksu Gyoyuk Gyogwa Gyoyuk Yeon-gu</i> , 2019, 12, 1-25.	0.0	0
22	Moving Beyond Inclusion to Participation: Essential Elements. <i>Education Sciences and Society</i> , 2019, , 54-67.	0.1	0
23	Talking without words. <i>Revista Brasileira De EducaçÃ£o FÃsica E Esporte: RBEFE</i> , 2020, 34, 117-125.	0.1	0
24	A Collaborative Approach for Engaging Students with Severe Disabilities in Physical Education. <i>European Journal of Adapted Physical Activity</i> , 2020, 13, 12-12.	0.5	3
25	Understanding Inclusive Practices for Students With Autism Spectrum Disorder Through the Individualized Education Plan Process. <i>Advances in Early Childhood and K-12 Education</i> , 2022, , 22-41.	0.2	1
26	Observing Inclusion in STEM Classes: Academic and Social Participation of Students With and Without Intellectual and Developmental Disabilities. <i>Inclusion</i> , 2022, 10, 1-18.	0.9	3
27	Preparing <i>All</i> Educators to Serve Students with Extensive Support Needs: An Interdisciplinary Approach. <i>New Educator</i> , 0, , 1-23.	0.9	1
28	Educating students with severe disabilities through an inclusive pedagogy in physical education. <i>Sport, Education and Society</i> , 2023, 28, 887-900.	1.5	6
29	Specially Designed Instruction of Early Numeracy in the Inclusive Elementary Classroom for Students With Extensive Support Needs. <i>Inclusion</i> , 2022, 10, 168-182.	0.9	0
30	Investing in Students With Extensive Support Needs: Steps to Integrate Personal Financial Literacy in Inclusive Settings for Educators, Students, and Families. <i>Inclusive Practices</i> , 2022, 1, 156-170.	0.4	2
31	Self-Contained Special Educatorsâ€™ Perceptions toward Including Students with Significant Cognitive Disabilities in General Education Classes. <i>Exceptionality</i> , 0, , 1-17.	1.1	0