Examining National Trends in Educational Placements for Students with Disabilities

Citation Report

#	ARTICLE	IF	CITATIONS
1	Implementing College and Career Readiness: Critical Dimensions for Youth with Severe Disabilities. Research and Practice for Persons With Severe Disabilities, 2017, 42, 187-204.	0.8	11
2	Involvement and Participation of Students With Severe Disabilities in SWPBIS. Journal of Special Education, 2018, 52, 131-141.	1.2	9
3	Including Individuals With Disabilities in UDL Framework Implementation: Insights From Administrators. Inclusion, 2018, 6, 127-142.	0.9	7
4	Parent Engagement in the Transition From School to Adult Life Through Culturally Sustaining Practices: A Scoping Review. Intellectual and Developmental Disabilities, 2018, 56, 307-320.	0.6	18
5	Reconceptualizing Inclusive Education Through Multi-Tiered System of Support. Inclusion, 2018, 6, 3-18.	0.9	17
6	Perspectives on the State of the Art (and Science) of Selected Life-Span Services. Research and Practice for Persons With Severe Disabilities, 2018, 43, 67-81.	0.8	8
7	Types of Supplementary Aids and Services for Students With Significant Support Needs. Journal of Special Education, 2019, 52, 208-218.	1.2	14
8	Same As It Ever Was: The Nexus of Race, Ability, and Place in One Urban School District. Educational Studies - AESA, 2019, 55, 453-472.	0.4	14
9	Autism in the Classroom: Educational Issues across the Lifespan. , 0, , .		6
10	Recommendations for Inclusive Educational Practices in Mathematics for Students With Extensive Support Needs. Inclusion, 2019, 7, 75-91.	0.9	5
11	The impact of inclusive education reforms on students with disability: an international comparison. International Journal of Inclusive Education, 2019, 23, 811-826.	1.5	48
12	Considerations in Placement Decisions for Students With Extensive Support Needs: An Analysis of LRE Statements. Research and Practice for Persons With Severe Disabilities, 2019, 44, 3-19.	0.8	44
13	Special Education for Young Learners with Intellectual Disabilities. Advances in Special Education, 2019, , 55-71.	0.1	6
14	Special Education Transition Services for Students with Extensive Support Needs. Advances in Special Education, 2019, , 117-136.	0.1	2
15	Racial and Ethnic Disparities in Autism-Related Health and Educational Services. Journal of Developmental and Behavioral Pediatrics, 2019, 40, 501-510.	0.6	20
16	Inclusion in the United States: correlations between key state variables. International Journal of Inclusive Education, 2019, 23, 575-593.	1.5	11
17	Trends in LRE Placement Rates Over the Past 25 Years. Journal of Special Education, 2020, 53, 236-244.	1.2	30
18	Why Aren't Students with Severe Disabilities Being Placed in General Education Classrooms: Examining the Relations Among Classroom Placement, Learner Outcomes, and Other Factors. Research and Practice for Persons With Severe Disabilities, 2020, 45, 4-13.	0.8	88

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19	A Meta-analysis of Challenging Behavior Interventions for Students with Developmental Disabilities in Inclusive School Settings. Journal of Autism and Developmental Disorders, 2020, 50, 1221-1237.	1.7	17
20	Reflections on Future Directions for Including Students with Severe Disabilities. Research and Practice for Persons With Severe Disabilities, 2020, 45, 45-50.	0.8	4
21	Improving Outcomes of Transition-Age Youth With Disabilities: A Life Course Perspective. Career Development and Transition for Exceptional Individuals, 2020, 43, 18-28.	1.7	13
22	Outcomes of Inclusive Versus Separate Placements: A Matched Pairs Comparison Study. Research and Practice for Persons With Severe Disabilities, 2020, 45, 223-240.	0.8	31
23	Enclaves of Privilege: Access and Opportunity for Students with Disabilities in Urban K-8 Schools. History of Education Quarterly, 2020, 60, 407-429.	0.1	1
24	Mapping Access and Opportunity for Students with Disabilities: Urban Kâ€"8 Schools as Pockets of Privilege. Educational Forum, 2020, 84, 356-376.	0.9	1
25	Clinical Guide to Early Interventions for Children with Autism. Best Practices in Child and Adolescent Behavioral Health Care, 2020, , .	0.5	12
26	Teacher agency for inclusive education: an international scoping review. International Journal of Inclusive Education, 2022, 26, 1159-1177.	1.5	22
27	Students With the Most Significant Disabilities, Communicative Competence, and the Full Extent of Their Exclusion. Research and Practice for Persons With Severe Disabilities, 2020, 45, 34-38.	0.8	30
28	Replication Research to Support Mathematical Learning of Students with Extensive Support Needs. Exceptionality, 2020, 28, 109-120.	1.1	5
29	Outcomes of Regular and Special Class Placement for Students with Special Educational Needs â€" A Quasi-experimental Study. Scandinavian Journal of Educational Research, 2021, 65, 646-660.	1.0	9
30	The State of Inclusion With Students With Intellectual and Developmental Disabilities in the United States. Journal of Policy and Practice in Intellectual Disabilities, 2021, 18, 36-43.	1.7	23
31	Faculty Perceptions of Expertise for Inclusive Education for Students With Significant Disabilities. Teacher Education and Special Education, 2021, 44, 117-133.	1.6	10
32	Fostering Participation During Literacy Instruction in Inclusive Classrooms for Students With Complex Support Needs: Educatorsâ€™ Strategies and Perspectives. Journal of Special Education, 2021, 55, 34-44.	1.2	7
33	Preparing Teacher Educators for Statewide Scale-Up of Multi-Tiered System of Support (MTSS). Teacher Education and Special Education, 2021, 44, 24-41.	1.6	22
34	Parental caregiversâ€™ use of support networks for adults with autism by educational status. Journal of Family Social Work, 2021, 24, 81-97.	0.8	1
35	What Peers, Educators, and Principals Say: The Social Validity of Inclusive, Comprehensive Literacy Instruction. Exceptional Children, 2021, 87, 289-306.	1.4	5
36	The Effects of Instructive Feedback and Stimulus Equivalence Procedures on Group Instructional Outcomes. Journal of Behavioral Education, 2021, 30, 1-21.	0.9	8

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37	Effects of Video Self-Modeling and System of Least Prompts on Completion of Transitional Routines for a Student With Extensive Support Needs in Inclusive Settings. Journal of Positive Behavior Interventions, 0, , 109830072199029.	1.2	1
38	Reading outcomes of students with intellectual disability on statewide assessments. Journal of Intellectual Disabilities, 2021, , 174462952199140.	1.0	2
39	Evaluation of the Evidence Base for Shared Reading to Support Literacy Skill Development for Students with Extensive Support Needs. Research and Practice for Persons With Severe Disabilities, 2021, 46, 77-93.	0.8	9
40	Attracting Diverse Students to Field Experiences Requires Adequate Pay, Flexibility, and Inclusion. BioScience, 2021, 71, 757-770.	2.2	19
41	Alignment of Supplementary Aids and Services With Student Needs and Placement. Intellectual and Developmental Disabilities, 2021, 59, 187-203.	0.6	2
42	Distance Learning and Students With Extensive Support Needs: (Re)Defining Access to Education From a Distance. Inclusive Practices, 2022, 1, 33-38.	0.4	6
43	Strategies for Including Students With Extensive Support Needs in SWPBIS. Inclusive Practices, 2022, 1, 23-32.	0.4	5
44	General Educators' Involvement in Interventions for Students With Intellectual Disability. Inclusion, 2021, 9, 134-150.	0.9	0
45	Exploring differences and disparities in school-based services received by students with autism: A systematic review. Research in Autism Spectrum Disorders, 2021, 85, 101791.	0.8	4
46	Curricular Philosophies Reflected in Individualized Education Program Goals for Students With Complex Support Needs. Intellectual and Developmental Disabilities, 2021, 59, 283-294.	0.6	11
47	A Systematic Review of Single-Case Research on Science-Teaching Interventions to Students with Intellectual Disability or Autism Spectrum Disorder. Disabilities, 2021, 1, 286-300.	0.5	2
48	Understanding Legislation, Health Insurance, and Disparities in Service Provision in Autism Early Intervention. Best Practices in Child and Adolescent Behavioral Health Care, 2020, , 163-171.	0.5	1
49	Exploring the Relationship Between School Transformation and Inclusion: A Bayesian Multilevel Longitudinal Analysis. Inclusion, 2018, 6, 19-32.	0.9	4
50	Status of Inclusive Educational Placement for Students With Extensive and Pervasive Support Needs. Inclusion, 2017, 5, 83-93.	0.9	12
51	The Demand–Control Model and Pupils' Aggressive Behaviour towards Teachers: A Follow-Up Study. International Journal of Environmental Research and Public Health, 2021, 18, 10513.	1.2	0
52	Paraeducator-Delivered Interventions for Students with Extensive Support Needs in Inclusive School Settings: A Systematic Review. Research and Practice for Persons With Severe Disabilities, 2021, 46, 278-295.	0.8	2
53	Digital Learning Objects Support Grade-Aligned Physics Instruction For High School Students With Mild Intellectual Disability. , 2020, , .		1
54	Ecobehavioral Analysis of Inclusive Classrooms and Instruction That Support Students With Extensive Support Needs. Inclusion, 2020, 8, 259-274.	0.9	8

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55	OTÄ°ZMLÄ° Ã‡OCUKLARIN EÄžÄ°TSEL YERLEÅžTÄ°RÄ°LMESÄ°, KAYNAÅžTIRILMASI VE BÃœTÃœNLEÅžTÄ°RÄ°LMESÄ°NE YÃ–NELÄ°K Ã–GÃ–RÃœÅžLERÄ°NÄ°N BELÄ°RLENMESÄ°. BingÃ¶l Ãœniversitesi Sosyal Bilimler EnstitÃ¼sÃ¼ Dergisi, 2019, 9, 685-728.	0.1	2
56	Reflecting on the Education Position Statement of AAIDD and The Arc. Inclusion, 2020, 8, 6-26.	0.9	3
57	Cracks in the Continuum: A Critical Analysis of Least Restrictive Environment for Students with Significant Support Needs. Teachers College Record, 2020, 122, 1-28.	0.4	7
58	Disparities in general education inclusion for students of color with disabilities: Understanding when and why. Journal of School Psychology, 2022, 90, 43-59.	1.5	9
59	The forms, functions, and uses of praise in self-contained classrooms: a qualitative examination. International Journal of Qualitative Studies in Education, 0, , 1-15.	0.8	0
60	A Framework for Preparing to Teach Students With Extensive Support Needs in the 21st Century. Teacher Education and Special Education, 2023, 46, 26-43.	1.6	12
61	Observing Inclusion in STEM Classes: Academic and Social Participation of Students With and Without Intellectual and Developmental Disabilities. Inclusion, 2022, 10, 1-18.	0.9	3
62	Dreaming college: Transition experiences of undergraduate students with disabilities. Psychology in the Schools, 0, , .	1.1	0
63	Establishing Construct Validity of a Measure of Adolescent Perceptions of College and Career Readiness. Career Development and Transition for Exceptional Individuals, 2023, 46, 4-14.	1.7	7
64	Teaching Physics to Students With Intellectual Disabilities Using Digital Learning Objects. Journal of Special Education Technology, 2022, 37, 510-522.	1.4	5
65	Preparing <i>All</i> Educators to Serve Students with Extensive Support Needs: An Interdisciplinary Approach. New Educator, 0, , 1-23.	0.9	1
66	Participation of students with extensive support needs in SWPBIS: Administrator and educator perspectives. Psychology in the Schools, 2022, 59, 1623-1642.	1.1	4
67	Sensory Experiences and Children With Severe Disabilities: Impacts on Learning. Frontiers in Psychology, 2022, 13, 875085.	1.1	3
68	Exiting Part C: Considerations for Support Before, During, and After Transition. Teaching Exceptional Children, 0, , 004005992210967.	0.8	1
69	Comparison of Academic and Social Outcomes of Students with Extensive Support Needs Across Placements. Research and Practice for Persons With Severe Disabilities, 2022, 47, 111-129.	0.8	7
70	Augmentative and Alternative Communication in the Classroom: Teacher Practices and Experiences. Language, Speech, and Hearing Services in Schools, 2022, 53, 874-893.	0.7	5
71	It Takes a Team: Working Together to Meet the Needs of Young Children With Autism Spectrum Disorder in an Inclusive Setting. Inclusive Practices, 2022, 1, 132-138.	0.4	2
72	Philosophical Perspectives and Practical Considerations for the Inclusion of Students with Developmental Disabilities. Education Sciences, 2022, 12, 478.	1.4	4

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74	Teacher Extratextual Talk During Shared Reading with Students with Extensive Support Needs. Exceptionality, 0, , 1-17.	1.1	0
75	Expressive Communication Over Time: A Longitudinal Analysis of the Project Core Implementation Model. Communication Disorders Quarterly, 2023, 45, 64-72.	0.5	4
76	Ecobehavioral Analysis of the Experiences of Students With Complex Support Needs in Different Classroom Types. Research and Practice for Persons With Severe Disabilities, 2022, 47, 209-228.	0.8	3
77	Specially Designed Instruction of Early Numeracy in the Inclusive Elementary Classroom for Students With Extensive Support Needs. Inclusion, 2022, 10, 168-182.	0.9	0
78	Using Action Research to Develop a Professional Development and Coaching Package for Educators within Inclusive Reading Instruction. Disabilities, 2022, 2, 641-661.	0.5	1
79	Parent Perceptions of the Effects of Early Intensive Behavioral Interventions for Children with Autism. Behavioral Sciences (Basel, Switzerland), 2023, 13, 45.	1.0	1
80	A Systematic Review of Interventions to Promote Self-Determination for Students With Extensive Support Needs. Research and Practice for Persons With Severe Disabilities, 2023, 48, 3-24.	0.8	1
81	Impact and Individualization of Peer Support Arrangements for High School Students With Autism Using Structural Analysis. Inclusion, 2023, 11, 1-22.	0.9	0
82	The Reading Journey of Zionâ€"A Case Study of Race in the Context of Special Education. Urban Education, 0, , 004208592311629.	1.2	0
83	Teachersâ€™ Perspectives and Knowledge of Students With Complex Support Needs and Practices Associated With SWPBIS. Journal of Special Education, 2024, 57, 205-218.	1.2	0
87	Family Engagement Through Holistic Support. Advances in Educational Marketing, Administration, and Leadership Book Series, 2023, , 57-77.	0.1	0
90	Specialization or Segregation?. Advances in Educational Technologies and Instructional Design Book Series, 2023, , 1-18.	0.2	0
96	1. Bildungsverständnis. Theorie Bilden, 2023, , 81-96.	0.1	0
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99	Zusammenfassung und weiterführende Gedanken. Theorie Bilden, 2023, , 75-78.	0.1	0
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103	3. Bildungstheoretischer Diskurs im Kontext geistiger und schwerer Behinderung. Theorie Bilden, 2023, , 51-74.	0.1	0
104	2. Kontextualisierung und Problemaufriss. Theorie Bilden, 2023, , 43-50.	0.1	0
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106	4. Eine phänomenologische Perspektive auf Bildungsprozesse. Theorie Bilden, 2023, , 129-160.	0.1	0
108	Zusammenfassung und pädagogisch-didaktische Anknüpfungspunkte. Theorie Bilden, 2023, , 167-170.	0.1	0
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114	5. Wirkung des Fremden. Theorie Bilden, 2023, , 161-166.	0.1	0