

Edward S Shapiro

List of Publications by Year in descending order

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Version: 2024-02-01

80
papers

2,670
citations

147801

31
h-index

223800

46
g-index

83
all docs

83
docs citations

83
times ranked

1112
citing authors

#	ARTICLE	IF	CITATIONS
1	Comparing computer adaptive and curriculum-based measures of math in progress monitoring.. School Psychology Quarterly, 2015, 30, 470-487.	2.0	20
2	Differences in Growth on Math Curriculum-Based Measures Using Triannual Benchmarks. Assessment for Effective Intervention, 2014, 39, 146-155.	0.8	14
3	Monitoring Early First-Grade Reading Progress. Journal of Learning Disabilities, 2014, 47, 254-270.	2.2	12
4	Commentary on progress monitoring with CBM-R and decision making: Problems found and looking for solutions. Journal of School Psychology, 2013, 51, 59-66.	2.9	17
5	Implementation science and school psychology.. School Psychology Quarterly, 2013, 28, 77-100.	2.0	254
6	An Analysis of Consistency Between Team Decisions and Reading Assessment Data Within an RTI Model. Remedial and Special Education, 2012, 33, 335-347.	2.3	10
7	Tracing Student Responsiveness to Intervention With Early Literacy Skills Indicators: Do They Reflect Growth Toward Text Reading Outcomes?. Reading Psychology, 2012, 33, 47-77.	1.4	7
8	Comparing Computer-Adaptive and Curriculum-Based Measurement Methods of Assessment. School Psychology Review, 2012, 41, 295-305.	3.0	32
9	Extending Curriculum-Based Assessment to Early Writing. Learning Disabilities Research and Practice, 2012, 27, 33-43.	1.1	8
10	Academic Assessment. , 2011, , .		0
11	Examining the accuracy of teachers' judgments of DIBELS performance. Psychology in the Schools, 2011, 48, 343-356.	1.8	30
12	Developing and Validating a New Classroom Climate Observation Assessment Tool. Journal of School Violence, 2011, 10, 165-184.	1.9	32
13	Improving the efficacy of first grade reading screening: An investigation of word identification fluency with other early literacy indicators.. School Psychology Quarterly, 2011, 26, 231-244.	2.0	50
14	Teacher Accuracy: An Examination of Teacher-Based Judgments of Students' Reading With Differing Achievement Levels. Journal of Educational Research, 2009, 102, 453-462.	1.6	86
15	Use of a measure of reading comprehension to enhance prediction on the state high stakes assessment. Learning and Individual Differences, 2008, 18, 316-328.	2.7	45
16	From Research to Practice: Promoting Academic Competence for Underserved Students. School Psychology Review, 2008, 37, 46-51.	3.0	7
17	Long-Term Diagnostic Accuracy of Curriculum-Based Measures in Reading and Mathematics. School Psychology Review, 2008, 37, 374-390.	3.0	70
18	Cross-language relationship between Spanish and English oral reading fluency among Spanish-speaking English language learners in bilingual education classrooms. Psychology in the Schools, 2007, 44, 795-806.	1.8	41

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19	Academic Skills Problems. , 2006, , 605-630.		6
20	Curriculum-Based Measures and Performance on State Assessment and Standardized Tests. Journal of Psychoeducational Assessment, 2006, 24, 19-35.	1.5	88
21	Perceptions of trainers and practitioners regarding assessment and intervention for students with low incidence disabilities. Psychology in the Schools, 2005, 42, 677-689.	1.8	3
22	The Applicability of Curriculum-Based Measurement to Measure Reading in Hebrew. School Psychology International, 2005, 26, 494-519.	1.9	2
23	Has Curriculum-Based Assessment Become a Staple of School Psychology Practice? An Update and Extension of Knowledge, Use, and Attitudes From 1990 to 2000. School Psychology Review, 2004, 33, 249-257.	3.0	20
24	School psychologist assessment practices in the evaluation of students referred for social/behavioral/emotional problems. Psychology in the Schools, 2004, 41, 551-561.	1.8	82
25	Accuracy of teacher judgments in predicting oral reading fluency.. School Psychology Quarterly, 2003, 18, 52-65.	2.0	93
26	School Psychology from an Instructional Perspective: Solving Big, Not Little Problems. School Psychology Review, 2000, 29, 560-572.	3.0	53
27	Generalizability of oral reading fluency measures: Application of G theory to curriculum-based measurement.. School Psychology Quarterly, 2000, 15, 52-68.	2.0	74
28	Methodological Issues in Analog Acceptability Research: Are Teachers' Acceptability Ratings of Assessment Methods Influenced by Experimental Design?. School Psychology Review, 1999, 28, 5-16.	3.0	25
29	Development and Refinement of a Measure for Assessing the Acceptability of Assessment Methods: The Assessment Rating Profile-Revised. Canadian Journal of School Psychology, 1999, 15, 21-42.	2.9	24
30	Self-monitoring in assessing children's problems.. Psychological Assessment, 1999, 11, 448-457.	1.5	27
31	Evaluation of Oral Reading Rate as a Curriculum-Based Measure Within Literature-Based Curriculum. Journal of School Psychology, 1998, 36, 183-197.	2.9	14
32	An Investigation of the Effects of Passage Difficulty Level on Outcomes of Oral Reading Fluency Progress Monitoring. School Psychology Review, 1998, 27, 433-445.	3.0	49
33	Attention Deficit Hyperactivity Disorder and Kids in the Middle: A Field Test of a School-Based Consultation Model. Teacher Education and Special Education, 1997, 20, 179-188.	2.6	1
34	Teaching Students with Emotional/Behavioral Disorders the Skills to Participate in the Development of Their Own IEPs. Behavioral Disorders, 1997, 22, 246-258.	1.2	34
35	School psychologists' acceptability of behavioral and traditional assessment procedures for externalizing problem behaviors.. School Psychology Quarterly, 1997, 12, 150-169.	2.0	14
36	Oral Reading Fluency and Authentic Reading Material: Criterion Validity of the Technical Features of CBM Survey-Level Assessment. School Psychology Review, 1997, 26, 535-553.	3.0	46

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37	Curriculum-based measurement and literature-based reading: Is curriculum-based measurement meeting the needs of changing reading curricula?. <i>Journal of School Psychology</i> , 1997, 35, 351-375.	2.9	55
38	Effects of instructional ratios on students' reading performance in a regular education program. <i>Journal of School Psychology</i> , 1996, 34, 73-91.	2.9	48
39	A School-Based Consultation Program for Service Delivery to Middle School Students with Attention-Deficit/Hyperactivity Disorder. <i>Journal of Emotional and Behavioral Disorders</i> , 1996, 4, 73-81.	1.7	23
40	In-vivo rating of treatment acceptability by children: Effects of probability instruction on student's spelling performance under group contingency conditions. <i>Journal of Behavioral Education</i> , 1995, 5, 415-432.	1.3	12
41	Teachers' Ratings of the Acceptability of Curriculum-Based Assessment Methods. <i>School Psychology Review</i> , 1995, 24, 497-511.	3.0	29
42	The Effects of Curriculum on the Sensitivity of Curriculum-Based Measurement in Reading. <i>Journal of Special Education</i> , 1994, 28, 188-202.	1.7	32
43	Acceptability of curriculum-based assessment by school psychologists. <i>Journal of School Psychology</i> , 1994, 32, 167-183.	2.9	26
44	Relative Effects of Self-Monitoring On-Task Behavior, Academic Accuracy, and Disruptive Behavior in Students with Behavior Disorders. <i>School Psychology Review</i> , 1994, 23, 44-58.	3.0	32
45	Effects of using self-recording and self-observation in reducing disruptive behavior. <i>Journal of School Psychology</i> , 1993, 31, 519-534.	2.9	17
46	Curriculum-based assessment among school psychologists: Knowledge, use, and attitudes. <i>Journal of School Psychology</i> , 1993, 31, 375-383.	2.9	17
47	A Comparison of Teacher-, Peer-, and Self-Monitoring with Curriculum-Based Measurement in Reading Among Students with Learning Disabilities. <i>Journal of Special Education</i> , 1992, 26, 162-180.	1.7	43
48	Validating curriculum-based measurement in reading from a behavioral perspective.. <i>School Psychology Quarterly</i> , 1992, 7, 2-16.	2.0	50
49	Assessment of Special Education Students in Regular Education Programs: Linking Assessment to Instruction. <i>Elementary School Journal</i> , 1992, 92, 283-296.	1.4	21
50	Use of Gickling's Model of Curriculum-Based Assessment to Improve Reading in Elementary Age Students. <i>School Psychology Review</i> , 1992, 21, 168-176.	3.0	27
51	Differential Effects of Fixed Instructional Ratios on Students' Progress in Reading. <i>Journal of Psychoeducational Assessment</i> , 1991, 9, 308-318.	1.5	34
52	In vivo rating of treatment acceptability by children: Group size effects in group contingencies to improve spelling performance. <i>Journal of School Psychology</i> , 1990, 28, 233-250.	2.9	23
53	Behavioral Assessment. , 1990, , 93-122.		3
54	An Integrated Model for Curriculum-Based Assessment. <i>School Psychology Review</i> , 1990, 19, 331-349.	3.0	27

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55	A Behavioral Evaluation of Curriculum-Based Assessment of Reading. <i>Journal of Psychoeducational Assessment</i> , 1989, 7, 148-160.	1.5	33
56	Teaching Self-Management Skills to Learning Disabled Adolescents. <i>Learning Disability Quarterly</i> , 1989, 12, 275-287.	1.3	8
57	Self-observation and the reduction of inappropriate classroom behavior. <i>Journal of School Psychology</i> , 1988, 26, 371-378.	2.9	32
58	Behavioral Assessment. , 1988, , 67-98.		2
59	School Interventions for Aggression. <i>Special Services in the Schools</i> , 1987, 3, 5-19.	0.3	4
60	An Examination of Overlap Between Reading Curricula and Standardized Achievement Tests. <i>Journal of Special Education</i> , 1987, 21, 59-67.	1.7	33
61	Intervention Research Methodology in School Psychology. <i>School Psychology Review</i> , 1987, 16, 290-305.	3.0	42
62	The role of reinforcement in reactive self-monitoring. <i>Applied Research in Mental Retardation</i> , 1986, 7, 315-327.	0.4	21
63	Group versus individual contingencies in modifying two disruptive adolescents' behavior.. <i>Professional School Psychology</i> , 1986, 1, 105-116.	0.4	16
64	Behavior Modification. , 1986, , 61-97.		2
65	A Comparison of Group Contingencies for Increasing Spelling Performance Among Sixth Grade Students. <i>School Psychology Review</i> , 1986, 15, 546-557.	3.0	46
66	Validity of rating scales in assessing aggressive behavior in classroom settings. <i>Journal of School Psychology</i> , 1985, 23, 69-79.	2.9	18
67	A survey os school psychologists' use of behavior modification procedures. <i>Journal of School Psychology</i> , 1985, 23, 327-336.	2.9	19
68	Applications of Self-Management to Individuals with Severe Handicaps: A Review. <i>Research and Practice for Persons With Severe Disabilities</i> , 1985, 10, 200-208.	0.6	60
69	Assessing Academic Behavior: A Behavioral Approach. <i>School Psychology Review</i> , 1985, 14, 325-338.	3.0	48
70	Increasing academic productivity of severely multi-handicapped children with self-management: Idiosyncratic effects. <i>Analysis and Intervention in Developmental Disabilities</i> , 1984, 4, 171-188.	0.7	18
71	Increasing productivity rates in adult mentally retarded clients: The failure of self-monitoring. <i>Applied Research in Mental Retardation</i> , 1983, 4, 163-181.	0.4	23
72	Vicarious reinforcement: Expected and unexpected effects. <i>Journal of Applied Behavior Analysis</i> , 1983, 16, 485-491.	2.7	21

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73	Effects of vicarious reinforcement in normal and severely disturbed children.. Journal of Consulting and Clinical Psychology, 1982, 50, 63-70.	2.0	11
74	A comparison of punishment and DRO procedures for treating stereotypic behavior of mentally retarded children. Applied Research in Mental Retardation, 1981, 2, 247-256.	0.4	40
75	Reducing stereotypic behaviors: An analysis of treatment procedures utilizing an alternating treatments design. Behavior Therapy, 1981, 12, 570-577.	2.4	22
76	Self-control Procedures with the Mentally Retarded. Progress in Behavior Modification, 1981, 12, 265-297.	0.1	16
77	Increasing spelling achievement: an analysis of treatment procedures utilizing an alternating treatments design.. Journal of Applied Behavior Analysis, 1980, 13, 645-654.	2.7	80
78	Self-Management of Classroom Behavior with Retarded/Disturbed Children. Behavior Modification, 1980, 4, 83-97.	1.6	34
79	An analysis of self-assessment and self-reinforcement in a self-managed token economy with mentally retarded children. Applied Research in Mental Retardation, 1980, 1, 227-240.	0.4	29
80	Behavioral Assessment in School Psychology. , 0, , .		15