

Dean Sutherland

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/12074779/publications.pdf>

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25
papers

1,524
citations

394421

19
h-index

580821

25
g-index

25
all docs

25
docs citations

25
times ranked

768
citing authors

#	ARTICLE	IF	CITATIONS
1	Using iPods® and iPads® in teaching programs for individuals with developmental disabilities: A systematic review. <i>Research in Developmental Disabilities</i> , 2013, 34, 147-156.	2.2	457
2	A further comparison of manual signing, picture exchange, and speech-generating devices as communication modes for children with autism spectrum disorders. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 1247-1257.	1.5	109
3	Comparing Three Augmentative and Alternative Communication Modes for Children with Developmental Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2012, 24, 451-468.	1.6	98
4	Speech-generating devices versus manual signing for children with developmental disabilities. <i>Research in Developmental Disabilities</i> , 2012, 33, 1658-1669.	2.2	96
5	Teaching advanced operation of an iPod-based speech-generating device to two students with autism spectrum disorders. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 1258-1264.	1.5	93
6	Teaching two boys with autism spectrum disorders to request the continuation of toy play using an iPad®-based speech-generating device. <i>Research in Autism Spectrum Disorders</i> , 2013, 7, 923-930.	1.5	75
7	Teaching picture naming to two adolescents with autism spectrum disorders using systematic instruction and speech-generating devices. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 1224-1233.	1.5	70
8	Teaching Multi-Step Requesting and Social Communication to Two Children with Autism Spectrum Disorders with Three AAC Options. <i>AAC: Augmentative and Alternative Communication</i> , 2013, 29, 222-234.	1.4	64
9	Comparing acquisition of and preference for manual signs, picture exchange, and speech-generating devices in nine children with autism spectrum disorder. <i>Developmental Neurorehabilitation</i> , 2014, 17, 99-109.	1.1	63
10	Three children with autism spectrum disorder learn to perform a three-step communication sequence using an iPad®-based speech-generating device. <i>International Journal of Developmental Neuroscience</i> , 2014, 39, 59-67.	1.6	61
11	The formation of equivalence classes in individuals with autism spectrum disorder: A review of the literature. <i>Research in Autism Spectrum Disorders</i> , 2013, 7, 418-431.	1.5	38
12	Comparing Acquisition, Generalization, Maintenance, and Preference Across Three AAC Options in Four Children with Autism Spectrum Disorder. <i>Journal of Developmental and Physical Disabilities</i> , 2015, 27, 323-339.	1.6	38
13	Reflections on enhancing pre-service teacher education programmes to support inclusion: perspectives from New Zealand and Australia. <i>European Journal of Special Needs Education</i> , 2013, 28, 217-233.	3.0	35
14	Acquisition, Preference, and Follow-up Data on the Use of Three AAC Options by Four Boys with Developmental Disability/Delay. <i>Journal of Developmental and Physical Disabilities</i> , 2014, 26, 565-583.	1.6	35
15	Survey of AAC Needs for Adults with Intellectual Disability in New Zealand. <i>Journal of Developmental and Physical Disabilities</i> , 2014, 26, 115-122.	1.6	27
16	Augmentative and Alternative Communication for Individuals with Autism Spectrum Disorder and Intellectual Disability. <i>Current Developmental Disorders Reports</i> , 2014, 1, 51-57.	2.1	27
17	An iPad-Based Intervention for Teaching Picture and Word Matching to a Student with ASD and Severe Communication Impairment. <i>Journal of Developmental and Physical Disabilities</i> , 2015, 27, 67-78.	1.6	27
18	Acquisition, Preference and Follow-up Comparison Across Three AAC Modalities Taught to Two Children with Autism Spectrum Disorder. <i>International Journal of Disability Development and Education</i> , 2017, 64, 117-130.	1.1	23

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19	An evaluation of speech production in two boys with neurodevelopmental disorders who received communication intervention with a speech-generating device. <i>International Journal of Developmental Neuroscience</i> , 2014, 38, 10-16.	1.6	20
20	Preference-Enhanced Communication Intervention and Development of Social Communicative Functions in a Child With Autism Spectrum Disorder. <i>Clinical Case Studies</i> , 2014, 13, 282-295.	0.8	19
21	Tangible Symbols as an AAC Option for Individuals with Developmental Disabilities: A Systematic Review of Intervention Studies. <i>AAC: Augmentative and Alternative Communication</i> , 2014, 30, 28-39.	1.4	15
22	Undergraduates' perceptions of three augmentative and alternative communication modes. <i>Developmental Neurorehabilitation</i> , 2015, 18, 22-25.	1.1	13
23	Variables affecting the emergence of untaught equivalence relations in children with and without autism. <i>Developmental Neurorehabilitation</i> , 2016, 19, 1-13.	1.1	9
24	Comparing Tangible Symbols, Picture Exchange, and a Direct Selection Response for Enabling Two Boys with Developmental Disabilities to Access Preferred Stimuli. <i>Journal of Developmental and Physical Disabilities</i> , 2014, 26, 249.	1.6	6
25	Research note: attitudes of teachers and undergraduate students regarding three augmentative and alternative communication modalities. <i>AAC: Augmentative and Alternative Communication</i> , 2016, 32, 312-319.	1.4	6