

Sharon Vaughn

List of Publications by Year in descending order

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Version: 2024-02-01

254
papers

13,803
citations

16411

64
h-index

30010

103
g-index

262
all docs

262
docs citations

262
times ranked

3937
citing authors

#	ARTICLE	IF	CITATIONS
1	Understanding the Role of Academic Vocabulary in Content Acquisition for Middle School Students With and Without Disabilities. <i>Journal of Special Education</i> , 2023, 57, 3-12.	1.2	0
2	Fluency Interventions for Struggling Readers in Grades 6 to 12: A Research Synthesis. <i>Journal of Learning Disabilities</i> , 2022, 55, 3-21.	1.5	5
3	The Importance of Baseline Word Reading Skills in Examining Student Response to a Multicomponent Reading Intervention. <i>Journal of Learning Disabilities</i> , 2022, 55, 259-271.	1.5	8
4	Teachers'™ text use in middle school content-area classrooms. <i>Reading and Writing</i> , 2022, 35, 177-197.	1.0	3
5	The Relative Effects of Instruction Linking Word Reading and Word Meaning Compared to Word Reading Instruction Alone on the Accuracy, Fluency, and Word Meaning Knowledge of 4th-5th Grade Students With Dyslexia. <i>Scientific Studies of Reading</i> , 2022, 26, 204-222.	1.3	8
6	When Treatment Adherence Matters: Interactions Among Treatment Adherence, Instructional Quality, and Student Characteristics on Reading Outcomes. <i>Reading Research Quarterly</i> , 2022, 57, 753-774.	1.8	8
7	The efficacy of comprehension and vocabulary focused professional development on English learners'™ literacy. <i>Journal of Educational Psychology</i> , 2022, 114, 257-272.	2.1	2
8	Examining the Effects of Integrating Anxiety Management Instruction Within a Reading Intervention for Upper Elementary Students With Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2022, 55, 408-426.	1.5	8
9	Middle school matters: examining the effects of a schoolwide professional development model to improve reading comprehension. <i>Reading and Writing</i> , 2022, , 1-26.	1.0	2
10	Reading enhancements for students with autism spectrum disorder: A matched randomized pilot experimental study. <i>Research in Autism Spectrum Disorders</i> , 2022, 93, 101937.	0.8	1
11	A meta-analysis of the effects of academic interventions on academic achievement and academic anxiety outcomes in elementary school children. <i>Journal of School Psychology</i> , 2022, 92, 265-284.	1.5	6
12	Language and reading comprehension for students with dyslexia: An introduction to the special issue. <i>Annals of Dyslexia</i> , 2022, 72, 197-203.	1.2	2
13	A Commentary on Bowers (2020) and the Role of Phonics Instruction in Reading. <i>Educational Psychology Review</i> , 2021, 33, 1249-1274.	5.1	15
14	Subgrouping of Korean Readers Based on Reading Achievement and the Relation of Cognitive-Linguistic Variables to the Subgroups. <i>Learning Disability Quarterly</i> , 2021, 44, 197-209.	0.9	3
15	Examining vocabulary, reading comprehension, and content knowledge instruction during fourth grade social studies teaching. <i>Reading and Writing</i> , 2021, 34, 1143-1170.	1.0	3
16	Using Paraphrasing and Text Structure Instruction to Support Main Idea Generation. <i>Teaching Exceptional Children</i> , 2021, 53, 300-308.	0.8	3
17	Sustained Attention and Behavioral Ratings of Attention in Struggling Readers. <i>Scientific Studies of Reading</i> , 2021, 25, 436-451.	1.3	11
18	Problem Behaviors and Response to Reading Intervention for Upper Elementary Students With Reading Difficulties. <i>Remedial and Special Education</i> , 2021, 42, 169-181.	1.7	9

#	ARTICLE	IF	CITATIONS
19	Vocabulary and Main Idea Reading Intervention Using Text Choice to Improve Content Knowledge and Reading Comprehension of Adolescents With Autism Spectrum Disorder. <i>Behavior Modification</i> , 2021, 45, 66-98.	1.1	11
20	Current State of the Evidence: Examining the Effects of Orton-Gillingham Reading Interventions for Students With or at Risk for Word-Level Reading Disabilities. <i>Exceptional Children</i> , 2021, 87, 397-417.	1.4	23
21	Examining the Reading and Cognitive Profiles of Students With Significant Reading Comprehension Difficulties. <i>Learning Disability Quarterly</i> , 2021, 44, 183-196.	0.9	16
22	Narrative Instruction in Elementary Classrooms. <i>Elementary School Journal</i> , 2021, 121, 454-483.	0.9	4
23	The Differential Efficacy of a Professional Development Model on Reading Outcomes for Students With and Without Disabilities. <i>Exceptional Children</i> , 2021, 87, 497-516.	1.4	2
24	The role of knowledge availability in forming inferences with rural middle grade English learners. <i>Learning and Individual Differences</i> , 2021, 88, 102006.	1.5	2
25	Current Research Informing the Conceptualization, Identification, and Treatment of Dyslexia Across Orthographies: An Introduction to the Special Series. <i>Learning Disability Quarterly</i> , 2021, 44, 140-144.	0.9	1
26	Multitiered Systems of Support, Adaptive Interventions, and SMART Designs. <i>Exceptional Children</i> , 2021, 88, 8-25.	1.4	2
27	The Effects of Inference Instruction on the Reading Comprehension of English Learners With Reading Comprehension Difficulties. <i>Remedial and Special Education</i> , 2020, 41, 259-270.	1.7	11
28	Enhancing Reading Comprehension in Middle School Classrooms Using a Critical Reading Routine. <i>Intervention in School and Clinic</i> , 2020, 55, 203-213.	0.8	2
29	Effects of an Intensive Reading Intervention for Ninth-Grade English Learners With Learning Disabilities. <i>Learning Disability Quarterly</i> , 2020, 43, 154-166.	0.9	8
30	The Effects of a Paraphrasing and Text Structure Intervention on the Main Idea Generation and Reading Comprehension of Students with Reading Disabilities in Grades 4 and 5. <i>Scientific Studies of Reading</i> , 2020, 24, 365-379.	1.3	16
31	The Critical Role of Word Reading as a Predictor of Response to Intervention. <i>Journal of Learning Disabilities</i> , 2020, 53, 415-427.	1.5	14
32	Using Question Generation to Improve Reading Comprehension for Middle-Grade Students. <i>Journal of Adolescent and Adult Literacy</i> , 2020, 64, 311-322.	0.4	4
33	Examining the Effects of a Tier 2 Reading Comprehension Intervention Aligned to Tier 1 Instruction for Fourth-Grade Struggling Readers. <i>Exceptional Children</i> , 2020, 86, 430-448.	1.4	7
34	Cost-Effectiveness of a Grade 8 Intensive Reading and Content Learning Intervention. <i>School Psychology Review</i> , 2020, 49, 374-385.	1.8	5
35	Replication of an Experimental Study Investigating the Efficacy of a Multisyllabic Word Reading Intervention With and Without Motivational Beliefs Training for Struggling Readers. <i>Journal of Learning Disabilities</i> , 2019, 52, 45-58.	1.5	29
36	Efficacy of a Word- and Text-Based Intervention for Students With Significant Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2019, 52, 31-44.	1.5	21

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37	Class Percentage of Students With Reading Difficulties on Content Knowledge and Comprehension. <i>Journal of Learning Disabilities</i> , 2019, 52, 120-134.	1.5	5
38	Explaining Variation in Findings From Efficacy and Effectiveness Studies for English Reading Interventions for English Learners. <i>Journal of Research on Educational Effectiveness</i> , 2019, 12, 116-134.	0.9	0
39	Building a sustainable school-wide adolescent literacy model in middle schools: Guidance for administrators. <i>Middle School Journal</i> , 2019, 50, 15-25.	0.4	4
40	Reading Instruction for English Learners With Learning Disabilities: What Do We Already Know, and What Do We Still Need to Learn?. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 145-189.	1.3	11
41	Cognitive, Intervention, and Neuroimaging Perspectives on Executive Function in Children With Reading Disabilities. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 25-54.	1.3	12
42	Reading Interventions for Young Learners with Reading Difficulties and Disabilities: The Role of Word Reading and Word Meaning. <i>Advances in Special Education</i> , 2019, , 15-37.	0.1	2
43	Interventions to Promote Reading for Understanding. , 2019, , 381-408.		2
44	Content-area reading comprehension and teachersâ€™ use of instructional time: effects on middle school studentsâ€™ social studies knowledge. <i>Reading and Writing</i> , 2019, 32, 1705-1722.	1.0	0
45	How Initial Word Reading and Language Skills Affect Reading Comprehension Outcomes for Students With Reading Difficulties. <i>Exceptional Children</i> , 2019, 85, 180-196.	1.4	17
46	The Relationship Between Study Quality and the Effects of Supplemental Reading Interventions: A Meta-Analysis. <i>Exceptional Children</i> , 2019, 85, 347-366.	1.4	12
47	Examining the Role of Pre-Instruction Academic Performance Within A Text-based Approach to Improving Student Content Knowledge and Understanding. <i>Exceptional Children</i> , 2019, 85, 212-228.	1.4	3
48	Executive Functions and Response to Intervention: Identification of Students Struggling With Reading Comprehension. <i>Learning Disability Quarterly</i> , 2019, 42, 17-31.	0.9	20
49	A Review of Summarizing and Main Idea Interventions for Struggling Readers in Grades 3 Through 12: 1978â€“2016. <i>Remedial and Special Education</i> , 2019, 40, 131-149.	1.7	53
50	Efficacy of a high school extensive reading intervention for English learners with reading difficulties.. <i>Journal of Educational Psychology</i> , 2019, 111, 373-386.	2.1	22
51	Examining sources and mechanisms of reading comprehension difficulties: Comparing English learners and non-English learners within the simple view of reading.. <i>Journal of Educational Psychology</i> , 2019, 111, 982-1000.	2.1	36
52	Examining the Effects of Afterschool Reading Interventions for Upper Elementary Struggling Readers. <i>Remedial and Special Education</i> , 2018, 39, 131-143.	1.7	14
53	Examining How Treatment Fidelity Is Supported, Measured, and Reported in Kâ€“3 Reading Intervention Research. <i>Educational Psychology Review</i> , 2018, 30, 885-919.	5.1	24
54	The Effects of One versus Two Years of Intensive Reading Intervention Implemented with Late Elementary Struggling Readers. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 24-36.	0.9	26

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55	Examining Predictive Validity of Oral Reading Fluency Slope in Upper Elementary Grades Using Quantile Regression. <i>Journal of Learning Disabilities</i> , 2018, 51, 565-577.	1.5	6
56	A Synthesis of Spelling Interventions for Secondary Students With Disabilities. <i>Journal of Special Education</i> , 2018, 52, 3-15.	1.2	5
57	Effects of Reading Comprehension and Vocabulary Intervention on Comprehension-Related Outcomes for Ninth Graders With Low Reading Comprehension. <i>Reading and Writing Quarterly</i> , 2018, 34, 537-553.	0.6	9
58	Introduction to the Special Issue on the Simple View of Reading from Pre-K to Grade 12. <i>Remedial and Special Education</i> , 2018, 39, 259-259.	1.7	2
59	Envisioning an Improved Continuum of Special Education Services for Students with Learning Disabilities: Considering Intervention Intensity. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 131-143.	0.9	39
60	Current Evidence on the Effects of Intensive Early Reading Interventions. <i>Journal of Learning Disabilities</i> , 2018, 51, 612-624.	1.5	95
61	Executive Function, Self-Regulated Learning, and Reading Comprehension: A Training Study. <i>Journal of Learning Disabilities</i> , 2017, 50, 450-467.	1.5	36
62	Physiological Arousal and Juvenile Psychopathy: Is Low Resting Heart Rate Associated with Affective Dimensions?. <i>Psychiatric Quarterly</i> , 2017, 88, 103-114.	1.1	33
63	A Synthesis of Reading and Spelling Interventions and Their Effects on Spelling Outcomes for Students With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2017, 50, 286-297.	1.5	26
64	The Effects of Reading Fluency Interventions on the Reading Fluency and Reading Comprehension Performance of Elementary Students With Learning Disabilities: A Synthesis of the Research from 2001 to 2014. <i>Journal of Learning Disabilities</i> , 2017, 50, 576-590.	1.5	101
65	Middle School Reading Comprehension and Content Learning Intervention for Below-Average Readers. <i>Reading and Writing Quarterly</i> , 2017, 33, 37-53.	0.6	29
66	Reading Instruction for English Learners in the Middle Grades: a Meta-Analysis. <i>Educational Psychology Review</i> , 2017, 29, 763-794.	5.1	31
67	Multisyllabic Word-Reading Instruction With and Without Motivational Beliefs Training for Struggling Readers in the Upper Elementary Grades: A Pilot Investigation. <i>Elementary School Journal</i> , 2017, 117, 593-615.	0.9	34
68	A cluster randomized control trial to assess the impact of active learning on child activity, attention control, and academic outcomes: The Texas I-CAN trial. <i>Contemporary Clinical Trials</i> , 2017, 61, 81-86.	0.8	18
69	Intensive Reading Interventions for Inadequate Responders in Grades K-3: A Synthesis. <i>Learning Disability Quarterly</i> , 2017, 40, 191-210.	0.9	17
70	Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial.. <i>Journal of Educational Psychology</i> , 2017, 109, 22-34.	2.1	55
71	Common Themes in Teaching Reading for Understanding: Lessons From Three Projects. <i>Journal of Adolescent and Adult Literacy</i> , 2016, 60, 255-264.	0.4	38
72	Implementation of a Text-Based Content Intervention in Secondary Social Studies Classes. <i>New Directions for Child and Adolescent Development</i> , 2016, 2016, 31-48.	1.3	3

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73	Effects From a Randomized Control Trial Comparing Researcher and School-Implemented Treatments With Fourth Graders With Significant Reading Difficulties. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 23-44.	0.9	38
74	Relationship Between Implementation of Collaborative Strategic Reading and Student Outcomes for Adolescents With Disabilities. <i>Journal of Learning Disabilities</i> , 2016, 49, 644-657.	1.5	22
75	Literacy and Text Reading in Middle and High School Social Studies and English Language Arts Classrooms. <i>Reading and Writing Quarterly</i> , 2016, 32, 199-222.	0.6	111
76	Effects of a Text-Processing Comprehension Intervention on Struggling Middle School Readers. <i>Topics in Language Disorders</i> , 2016, 36, 368-389.	0.9	14
77	Research-Based Lessons That Support Student Independent Reading in Social Studies. <i>Preventing School Failure</i> , 2016, 60, 337-344.	0.4	3
78	Meta-Analyses of the Effects of Tier 2 Type Reading Interventions in Grades K-3. <i>Educational Psychology Review</i> , 2016, 28, 551-576.	5.1	123
79	English Learner and Non-English Learner Students With Disabilities. <i>Exceptional Children</i> , 2016, 82, 428-442.	1.4	26
80	Collaborative Strategic Reading for Students With Learning Disabilities in Upper Elementary Classrooms. <i>Exceptional Children</i> , 2016, 82, 409-427.	1.4	32
81	Designing Intervention Studies: Selected Populations, Range Restrictions, and Statistical Power. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 556-569.	0.9	7
82	Bullying Victimization Among School-Aged Immigrant Youth in the United States. <i>Journal of Adolescent Health</i> , 2016, 58, 337-344.	1.2	111
83	Reading Comprehension Interventions for Students With Autism Spectrum Disorders. <i>Focus on Autism and Other Developmental Disabilities</i> , 2016, 31, 284-299.	0.8	18
84	Do processing patterns of strengths and weaknesses predict differential treatment response?. <i>Journal of Educational Psychology</i> , 2016, 108, 898-909.	2.1	28
85	Team-Based Learning for Students with High-Incidence Disabilities in High School Social Studies Classrooms. <i>Learning Disabilities Research and Practice</i> , 2015, 30, 3-14.	0.9	16
86	Interactive Read-Alouds for English Learners in the Elementary Grades. <i>Reading Teacher</i> , 2015, 68, 639-648.	0.4	17
87	The Effects of an Intensive Reading Intervention for Ninth Graders with very Low Reading Comprehension. <i>Learning Disabilities Research and Practice</i> , 2015, 30, 104-113.	0.9	19
88	Cognitive Attributes, Attention, and Self-Efficacy of Adequate and Inadequate Responders in a Fourth Grade Reading Intervention. <i>Learning Disabilities Research and Practice</i> , 2015, 30, 159-170.	0.9	33
89	Building on Past Successes. <i>Remedial and Special Education</i> , 2015, 36, 5-8.	1.7	5
90	Promoting Acceleration of Comprehension and Content Through Text in High School Social Studies Classes. <i>Journal of Research on Educational Effectiveness</i> , 2015, 8, 169-188.	0.9	8

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91	Implementing Team-Based Learning in Middle School Social Studies Classes. <i>Journal of Educational Research</i> , 2015, 108, 331-344.	0.8	22
92	Improving Reading Comprehension for High School Students With Disabilities. <i>Exceptional Children</i> , 2015, 82, 117-131.	1.4	20
93	Inferential processing among adequate and struggling adolescent comprehenders and relations to reading comprehension. <i>Reading and Writing</i> , 2015, 28, 587-609.	1.0	69
94	Improving Middle-School Studentsâ€™ Knowledge and Comprehension in Social Studies: a Replication. <i>Educational Psychology Review</i> , 2015, 27, 31-50.	5.1	47
95	Reading Interventions With Behavioral and Social Skill Outcomes. <i>Behavior Modification</i> , 2015, 39, 8-42.	1.1	18
96	Improving Reading Comprehension and Social Studies Knowledge Among Middle School Students With Disabilities. <i>Exceptional Children</i> , 2015, 81, 426-442.	1.4	42
97	A Meta-Analysis of Interventions for Struggling Readers in Grades 4â€“12. <i>Journal of Learning Disabilities</i> , 2015, 48, 369-390.	1.5	271
98	High School Students With Reading Comprehension Difficulties. <i>Journal of Learning Disabilities</i> , 2015, 48, 546-558.	1.5	34
99	The Impact of Intensive Reading Intervention on Level of Attention in Middle School Students. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2015, 44, 942-953.	2.2	22
100	Are homeschooled adolescents less likely to use alcohol, tobacco, and other drugs?. <i>Drug and Alcohol Dependence</i> , 2015, 155, 97-104.	1.6	18
101	Special Education Research Advances Knowledge in Education. <i>Exceptional Children</i> , 2015, 82, 11-24.	1.4	67
102	Teaching Social Studies to Upper Elementary Students With Learning Disabilities. <i>Learning Disability Quarterly</i> , 2015, 38, 15-26.	0.9	23
103	Investigating a reading comprehension intervention for high school students with autism spectrum disorder: A pilot study. <i>Research in Autism Spectrum Disorders</i> , 2015, 9, 96-111.	0.8	34
104	The Effects of Blended Text-Processing and Linguistic Comprehension Interventions Among Struggling Middle-School Readers. <i>International Journal for Research in Learning Disabilities</i> , 2015, 2, 2-17.	0.0	0
105	Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School. <i>School Psychology Review</i> , 2014, 43, 407-427.	1.8	6
106	Cognitive Attributes of Adequate and Inadequate Responders to Reading Intervention in Middle School. <i>School Psychology Review</i> , 2014, 43, 407-427.	1.8	16
107	Integrating Content Knowledge-Building and Student-Regulated Comprehension Practices in Secondary English Language Arts Classes. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 309-330.	0.9	17
108	What Is Intensive Instruction and Why Is It Important?. <i>Teaching Exceptional Children</i> , 2014, 46, 13-18.	0.8	105

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109	Why Intensive Interventions Matter. Learning Disability Quarterly, 2014, 37, 218-229.	0.9	61
110	Patterns of cognitive strengths and weaknesses: Identification rates, agreement, and validity for learning disabilities identification.. School Psychology Quarterly, 2014, 29, 21-37.	2.4	73
111	A Synthesis and Meta-Analysis of Reading Interventions Using Social Studies Content for Students With Learning Disabilities. Journal of Learning Disabilities, 2014, 47, 178-195.	1.5	52
112	Addressing the Academic Needs of Adolescents With Autism Spectrum Disorder in Secondary Education. Remedial and Special Education, 2014, 35, 68-79.	1.7	106
113	Intensive Interventions in Reading for Students with Reading Disabilities: Meaningful Impacts. Learning Disabilities Research and Practice, 2014, 29, 46-53.	0.9	73
114	In Memory of Janette Klingner. Learning Disability Quarterly, 2014, 37, 128-128.	0.9	0
115	In Memory of Janette Klingner. Journal of Learning Disabilities, 2014, 47, 387-387.	1.5	0
116	The Effect of Reading Duration on the Reliability and Validity of Middle School Studentsâ€™ ORF Performance. Assessment for Effective Intervention, 2014, 40, 53-64.	0.6	2
117	An Experimental Evaluation of Guided Reading and Explicit Interventions for Primary-Grade Students At-Risk for Reading Difficulties. Journal of Research on Educational Effectiveness, 2014, 7, 268-293.	0.9	41
118	Learning Disabilities Research Studies: Findings From NICHD-Funded Projects. Journal of Research on Educational Effectiveness, 2014, 7, 225-231.	0.9	17
119	Predicting reading outcomes with progress monitoring slopes among middle grade students. Learning and Individual Differences, 2014, 30, 46-57.	1.5	23
120	Reading Comprehension Interventions for Students with Autism Spectrum Disorders: A Synthesis of Research. Journal of Autism and Developmental Disorders, 2014, 44, 1303-1322.	1.7	75
121	Intensive Interventions for Students with Learning Disabilities in the RTI Era: Position Statement of the Division for Learning Disabilities Council for Exceptional Children. Learning Disabilities Research and Practice, 2014, 29, 90-92.	0.9	12
122	The Effects of Team-Based Learning on Social Studies Knowledge Acquisition in High School. Journal of Research on Educational Effectiveness, 2014, 7, 183-204.	0.9	35
123	Anxiety and Response to Reading Intervention among First Grade Students. Child and Youth Care Forum, 2014, 43, 417-431.	0.9	24
124	Team-Based Learning: Moderating Effects of Metacognitive Elaborative Rehearsal and Middle School History Content Recall. Educational Psychology Review, 2014, 26, 451-468.	5.1	2
125	The effects of teacher read-alouds and student silent reading on predominantly bilingual high school seniorsâ€™ learning and retention of social studies content. Reading and Writing, 2014, 27, 1119-1140.	1.0	14
126	Reading skill components and impairments in middle school struggling readers. Reading and Writing, 2013, 26, 1059-1086.	1.0	94

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127	Staying Within One's Data to Make Recommendations for Practice in Primary Educational Research Journals. <i>Educational Psychology Review</i> , 2013, 25, 339-343.	5.1	4
128	Common Core State Standards and Students with Learning Disabilities: Introduction to the Special Issue. <i>Learning Disabilities Research and Practice</i> , 2013, 28, 1-4.	0.9	16
129	Improving Reading Comprehension and Social Studies Knowledge in Middle School. <i>Reading Research Quarterly</i> , 2013, 48, 77-93.	1.8	132
130	Treatment effects for adolescent struggling readers: An application of moderated mediation. <i>Learning and Individual Differences</i> , 2013, 23, 10-21.	1.5	7
131	Effects of tier 3 intervention for students with persistent reading difficulties and characteristics of inadequate responders.. <i>Journal of Educational Psychology</i> , 2013, 105, 633-648.	2.1	65
132	Extensive Reading Interventions for Students With Reading Difficulties After Grade 3. <i>Review of Educational Research</i> , 2013, 83, 163-195.	4.3	219
133	The Common Core State Standards and Reading: Interpretations and Implications for Elementary Students with Learning Disabilities. <i>Learning Disabilities Research and Practice</i> , 2013, 28, 5-16.	0.9	44
134	Collaborative Strategic Reading: Findings From Experienced Implementers. <i>Journal of Research on Educational Effectiveness</i> , 2013, 6, 137-163.	0.9	37
135	Effects of a Response-Based, Tiered Framework for Intervening With Struggling Readers in Middle School. <i>Reading Research Quarterly</i> , 2013, 48, 237-254.	1.8	21
136	Reading Instruction and Students with Learning Disabilities. <i>Advances in Special Education</i> , 2013, , 19-43.	0.1	6
137	Research-Based Reading Instruction for Students with Learning Disabilities. <i>Literacy Research, Practice and Evaluation</i> , 2013, , 293-319.	0.4	2
138	Retell as an Indicator of Reading Comprehension. <i>Scientific Studies of Reading</i> , 2012, 16, 187-217.	1.3	61
139	Effects of Intensive Reading Intervention for Eighth-Grade Students With Persistently Inadequate Response to Intervention. <i>Journal of Learning Disabilities</i> , 2012, 45, 515-525.	1.5	92
140	Reading Comprehension Interventions for Middle School Students With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2012, 45, 327-340.	1.5	98
141	The Validity of a Holistically Scored Retell Protocol for Determining the Reading Comprehension of Middle School Students. <i>Learning Disability Quarterly</i> , 2012, 35, 76-89.	0.9	9
142	Psychometric Properties of Maze Tasks in Middle School Students. <i>Assessment for Effective Intervention</i> , 2012, 37, 131-146.	0.6	26
143	Reliability and Validity of Oral Reading Fluency Median and Mean Scores Among Middle Grade Readers When Using Equated Texts. <i>Reading Psychology</i> , 2012, 33, 133-161.	0.7	17
144	Responsiveness-to-Intervention. <i>Journal of Learning Disabilities</i> , 2012, 45, 195-203.	1.5	195

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145	Response to Intervention With Secondary School Students With Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2012, 45, 244-256.	1.5	96
146	Remediating reading difficulties in a response to intervention model with secondary students. <i>Psychology in the Schools</i> , 2012, 49, 273-284.	1.1	17
147	Collaborative models of instruction: The empirical foundations of inclusion and teaching. <i>Psychology in the Schools</i> , 2012, 49, 498-510.	1.1	128
148	Examining the Impact of Teacher Quality on Fourth-Grade Students' Comprehension and Content-Area Achievement. <i>Reading and Writing Quarterly</i> , 2011, 27, 239-260.	0.6	14
149	The Relations Among Oral and Silent Reading Fluency and Comprehension in Middle School: Implications for Identification and Instruction of Students With Reading Difficulties. <i>Scientific Studies of Reading</i> , 2011, 15, 109-135.	1.3	96
150	Engagement of Temporal Lobe Regions Predicts Response to Educational Interventions in Adolescent Struggling Readers. <i>Developmental Neuropsychology</i> , 2011, 36, 869-888.	1.0	17
151	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011, 40, 3-22.	1.8	63
152	Early Numeracy Intervention Program for First-Grade Students with Mathematics Difficulties. <i>Exceptional Children</i> , 2011, 78, 7-23.	1.4	102
153	Efficacy of a Reading Intervention for Middle School Students with Learning Disabilities. <i>Exceptional Children</i> , 2011, 78, 73-87.	1.4	33
154	Effects of Individualized and Standardized Interventions on Middle School Students with Reading Disabilities. <i>Exceptional Children</i> , 2011, 77, 391-407.	1.4	65
155	A Synthesis of Read-Aloud Interventions on Early Reading Outcomes Among Preschool Through Third Graders at Risk for Reading Difficulties. <i>Journal of Learning Disabilities</i> , 2011, 44, 258-275.	1.5	119
156	Is a Three-Tier Reading Intervention Model Associated With Reduced Placement in Special Education?. <i>Remedial and Special Education</i> , 2011, 32, 167-175.	1.7	27
157	Temporo-parietal Brain Activity as a Longitudinal Predictor of Response to Educational Interventions among Middle School Struggling Readers. <i>Journal of the International Neuropsychological Society</i> , 2011, 17, 875-885.	1.2	38
158	Efficacy of Collaborative Strategic Reading With Middle School Students. <i>American Educational Research Journal</i> , 2011, 48, 938-964.	1.6	137
159	An Experimental Study of Scheduling and Duration of Tier 2 First-Grade Reading Intervention. <i>Journal of Research on Educational Effectiveness</i> , 2011, 4, 208-230.	0.9	48
160	Cognitive Correlates of Inadequate Response to Reading Intervention. <i>School Psychology Review</i> , 2011, 40, 3-22.	1.8	51
161	Reading achievement across three language groups: Growth estimates for overall reading and reading subskills obtained with the Early Childhood Longitudinal Survey. <i>Journal of Educational Psychology</i> , 2010, 102, 668-686.	2.1	41
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