

Bryan G Cook

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2056968/publications.pdf>

Version: 2024-02-01

84
papers

3,356
citations

185998

28
h-index

168136

53
g-index

98
all docs

98
docs citations

98
times ranked

1822
citing authors

#	ARTICLE	IF	CITATIONS
1	Open Science and Single-Case Design Research. Remedial and Special Education, 2022, 43, 359-369.	1.7	6
2	Open Access in Special Education: A Review of Journal and Publisher Policies. Remedial and Special Education, 2022, 43, 3-14.	1.7	9
3	A How-to Guide for Open-Science Practices in Special Education Research. Remedial and Special Education, 2022, 43, 270-280.	1.7	11
4	Treatment Fidelity: What It Is and Why It Matters. Learning Disabilities Research and Practice, 2021, 36, 5-11.	0.9	33
5	Both Questionable and Open Research Practices Are Prevalent in Education Research. Educational Researcher, 2021, 50, 493-504.	3.3	30
6	Open accessibility in education research: Enhancing the credibility, equity, impact, and efficiency of research. Educational Psychologist, 2021, 56, 110-121.	4.7	22
7	Registered Reports in Special Education: Introduction to the Special Series. Remedial and Special Education, 2021, 42, 131-139.	1.7	6
8	Open Science and Special Education Research. Advances in Learning and Behavioral Disabilities, 2021, , 61-74.	0.3	1
9	Merging Practice-based Evidence and Evidence-based Practices to Close the Research-to-Practice Gap. Advances in Learning and Behavioral Disabilities, 2021, , 47-60.	0.3	3
10	Qualitative Methods in Special Education Research. Learning Disabilities Research and Practice, 2021, 36, 278-286.	0.9	11
11	Where Do Teachers Go for Behavior Management Strategies?. Education and Treatment of Children, 2021, 44, 201-213.	0.6	6
12	Evidence-Based Reviews: How Evidence-Based Practices are Systematically Identified. Learning Disabilities Research and Practice, 2020, 35, 6-13.	0.9	18
13	Utilizing Meta-Analyses to Guide Practice: A Primer. Learning Disabilities Research and Practice, 2020, 35, 111-117.	0.9	4
14	Introduction to the Special Series on Results-Blind Peer Review: An Experimental Analysis on Editorial Recommendations and Manuscript Evaluations. Behavioral Disorders, 2020, 45, 195-206.	0.8	2
15	Making Sense of Single-Case Design Effect Sizes. Learning Disabilities Research and Practice, 2019, 34, 124-132.	0.9	25
16	Preregistration in Single-Case Design Research. Exceptional Children, 2019, 86, 95-112.	1.4	37
17	Proceed With Caution: Using Web-Based Resources for Instructing Students With and at Risk for EBD. Beyond Behavior, 2019, 28, 13-20.	0.4	6
18	Open Science in the Field of Emotional and Behavioral Disorders. Education and Treatment of Children, 2019, 42, 579-600.	0.6	3

#	ARTICLE	IF	CITATIONS
19	The Research-to-Practice Gap in Special Education. , 2019, , 110-125.		8
20	Introduction to Special Issue: Null Effects and Publication Bias in Learning Disabilities Research. Learning Disabilities Research and Practice, 2018, 33, 5-10.	0.9	10
21	Groupâ€Difference Effect Sizes: Gauging the Practical Importance of Findings from Groupâ€Experimental Research. Learning Disabilities Research and Practice, 2018, 33, 56-63.	0.9	17
22	Using Singleâ€Case Research Designs to Examine the Effects of Interventions in Special Education. Learning Disabilities Research and Practice, 2018, 33, 182-191.	0.9	33
23	Promoting Open Science to Increase the Trustworthiness of Evidence in Special Education. Exceptional Children, 2018, 85, 104-118.	1.4	68
24	Leadership and Instruction. , 2018, , 353-370.		0
25	A Preliminary Investigation of the Empirical Validity of Study Quality Appraisal. Journal of Learning Disabilities, 2017, 50, 14-22.	1.5	6
26	Classifying the Evidence Base of Classwide Peer Tutoring for Students with High-Incidence Disabilities. Exceptionality, 2017, 25, 9-25.	1.1	10
27	Do Research Findings Apply to My Students? Examining Study Samples and Sampling. Learning Disabilities Research and Practice, 2017, 32, 78-84.	0.9	10
28	Null Hypothesis Significance Testing and p Values. Learning Disabilities Research and Practice, 2017, 32, 208-215.	0.9	15
29	Metaâ€analysis of behavioral selfâ€management techniques used by students with disabilities in inclusive settings. Behavioral Interventions, 2017, 32, 399-417.	0.8	17
30	Publication Bias in Special Education Meta-Analyses. Exceptional Children, 2017, 83, 428-445.	1.4	80
31	$\langle i \rangle$ Behavioral Disorders $\langle /i \rangle$. Behavioral Disorders, 2017, 42, 37-40.	0.8	5
32	Null Effects and Publication Bias in Special Education Research. Behavioral Disorders, 2017, 42, 149-158.	0.8	46
33	Terminology and Evidence-Based Practice for Students with Emotional and Behavioral Disorders: Exploring Some Devilish Details. Beyond Behavior, 2016, 25, 4-13.	0.4	29
34	A Replication by Any Other Name. Remedial and Special Education, 2016, 37, 223-234.	1.7	39
35	Instructional Practices with and without Empirical Validity: An Introduction. Advances in Learning and Behavioral Disabilities, 2016, , 1-16.	0.3	1
36	The review identifies evidence based practices for children, youth, and young adults with autism spectrum disorders, but research consumers should examine original studies. Evidence-Based Communication Assessment and Intervention, 2016, 10, 115-121.	0.6	0

#	ARTICLE	IF	CITATIONS
37	Research Designs and Special Education Research: Different Designs Address Different Questions. Learning Disabilities Research and Practice, 2016, 31, 190-198.	0.9	22
38	Replication Research and Special Education. Remedial and Special Education, 2016, 37, 195-204.	1.7	89
39	Two Approaches for Improving Reading Fluency: Research Supports Repeated Reading But Not Colored Filters. Advances in Learning and Behavioral Disabilities, 2016, , 17-38.	0.3	0
40	Recommendations for Replication Research in Special Education. Remedial and Special Education, 2016, 37, 244-253.	1.7	88
41	Movement as Behavioral Moderator: What Does the Research Say?. Advances in Learning and Behavioral Disabilities, 2016, , 111-134.	0.3	2
42	Reforms in Academic Publishing: Should Behavioral Disorders and Special Education Journals Embrace Them?. Behavioral Disorders, 2016, 41, 161-172.	0.8	8
43	CEC's Standards for Classifying the Evidence Base of Practices in Special Education. Remedial and Special Education, 2015, 36, 220-234.	1.7	222
44	The Transition of Youth and Young Adults with Learning Disabilities and with Emotional and Behavioral Disorders: An Introduction to the Volume. Advances in Learning and Behavioral Disabilities, 2015, , 1-5.	0.3	0
45	Using the 6S Pyramid to Identify Research-Based Instructional Practices for Students with Learning Disabilities. Learning Disabilities Research and Practice, 2015, 30, 91-101.	0.9	7
46	Obesity, Physical Activity, and Sedentary Behavior of Youth With Learning Disabilities and ADHD. Journal of Learning Disabilities, 2015, 48, 563-576.	1.5	80
47	Special Education Past, Present, and Future: Foundational Concepts and Introduction to the Volume. Advances in Learning and Behavioral Disabilities, 2014, , 1-10.	0.3	0
48	Evidence-Based Practices for Learners With Severe Intellectual Disability. Research and Practice for Persons With Severe Disabilities, 2014, 39, 305-318.	0.8	29
49	A Special Educator's Guide to Successfully Implementing Evidence-Based Practices. Teaching Exceptional Children, 2014, 47, 85-93.	0.8	17
50	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
51	A Call for Examining Replication and Bias in Special Education Research. Remedial and Special Education, 2014, 35, 233-246.	1.7	75
52	Pasteur's Quadrant as the Bridge Linking Rigor with Relevance. Exceptional Children, 2013, 79, 147-161.	1.4	36
53	Evidence-Based Practices and Implementation Science in Special Education. Exceptional Children, 2013, 79, 135-144.	1.4	406
54	Moving Research into Practice: Can We Make Dissemination Stick?. Exceptional Children, 2013, 79, 163-180.	1.4	66

#	ARTICLE	IF	CITATIONS
55	Unraveling Evidence-Based Practices in Special Education. <i>Journal of Special Education</i> , 2013, 47, 71-82.	1.2	182
56	Chapter 1 Evidence-Based Practices in Learning and Behavioral Disabilities: The Search for Effective Instruction. <i>Advances in Learning and Behavioral Disabilities</i> , 2013, , 1-19.	0.3	7
57	Chapter 10 Constructing Effective Instructional Toolkits: A Selective Review of Evidence-Based Practices for Students with Learning Disabilities. <i>Advances in Learning and Behavioral Disabilities</i> , 2013, , 221-249.	0.3	0
58	Evidence-Based Practices and Implementation Science in Special Education. <i>Exceptional Children</i> , 2013, 79, 135-144.	1.4	85
59	Pasteur's Quadrant as the Bridge Linking Rigor with Relevance. <i>Exceptional Children</i> , 2013, 79, 147-161.	1.4	6
60	Evidence-based practices in education.. , 2012, , 495-527.		47
61	A Special Educator's Guide to Successfully Implementing Evidence-Based Practices. <i>Teaching Exceptional Children</i> , 2012, 45, 64-73.	0.8	52
62	An analysis of the different patterns of 1:1 interactions between educational professionals and their students with varying abilities in inclusive classrooms. <i>International Journal of Inclusive Education</i> , 2012, 16, 1335-1354.	1.5	11
63	Using Teacher Narratives in the Dissemination of Research-Based Practices. <i>Intervention in School and Clinic</i> , 2010, 46, 67-70.	0.8	15
64	Determining Evidence-Based Practices in Special Education. <i>Exceptional Children</i> , 2009, 75, 365-383.	1.4	151
65	Nonexperimental Quantitative Research and Its Role in Guiding Instruction. <i>Intervention in School and Clinic</i> , 2008, 44, 98-104.	0.8	15
66	Evidence-Based Special Education and Professional Wisdom: Putting It All Together. <i>Intervention in School and Clinic</i> , 2008, 44, 105-111.	0.8	70
67	Introduction to the Special Issue: Evidence-Based Practices in Special Education. <i>Intervention in School and Clinic</i> , 2008, 44, 67-68.	0.8	2
68	A Preliminary Examination to Identify the Presence of Quality Indicators in Single-subject Research. <i>Education and Treatment of Children</i> , 2008, 31, 523-548.	0.6	16
69	Inclusive Teachers' Attitudinal Ratings of Their Students With Disabilities. <i>Journal of Special Education</i> , 2007, 40, 230-238.	1.2	75
70	Teacher Perceptions of the Useability of Intervention Information from Personal versus Data-based Sources. <i>Education and Treatment of Children</i> , 2007, 30, 27-42.	0.6	25
71	Bringing Science Into the Classroom by Basing Craft on Research. <i>Journal of Learning Disabilities</i> , 2004, 37, 240-247.	1.5	13
72	Inclusive Teachers' Attitudes toward Their Students with Disabilities: A Replication and Extension. <i>Elementary School Journal</i> , 2004, 104, 307-320.	0.9	27

#	ARTICLE	IF	CITATIONS
73	What Is Special About Special Education?. Journal of Special Education, 2003, 37, 139-139.	1.2	12
74	What Is Special About Special Education?. Journal of Special Education, 2003, 37, 200-205.	1.2	89
75	Teacher Perceptions of the Trustworthiness, Usability, and Accessibility of Information From Different Sources. Remedial and Special Education, 2002, 23, 42-48.	1.7	80
76	Special Educators' Views of Community-based Job Training and Inclusion as Indicators of Job Competencies for Students with Mild and Moderate Disabilities. Career Development and Transition for Exceptional Individuals, 2002, 25, 7-24.	1.9	7
77	A Comparison of Teachers' Attitudes Toward Their Included Students with Mild and Severe Disabilities. Journal of Special Education, 2001, 34, 203-213.	1.2	127
78	Teachers Attitudes toward Their Included Students with Disabilities. Exceptional Children, 2000, 67, 115-135.	1.4	114
79	Inclusion and transition: Partners in progress or policy paradox?. Work, 2000, 14, 13-21.	0.6	2
80	Peer Acceptance of Included Students with Disabilities as a Function of Severity of Disability and Classroom Composition. Journal of Special Education, 1999, 33, 50-61.	1.2	70
81	Attitudes of Principals and Special Education Teachers Toward the Inclusion of Students with Mild Disabilities. Remedial and Special Education, 1999, 20, 199-207.	1.7	60
82	Employment expectations as a differential indicator of attitudes toward people with insulin-dependent diabetes mellitus. Journal of Vocational Rehabilitation, 1998, 10, 271-280.	0.5	1
83	Are Effective Schools Reforms Effective for All Students? The Implications of Joint Outcome Production for School Reform. Exceptionality, 1997, 7, 77-95.	1.1	17
84	Causality and Emotional or Behavioral Disorders: An Introduction. , 0, , 97-108.		3