

# Samuel L Odom

## List of Publications by Year in descending order

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131  
papers

12,112  
citations

53794

45  
h-index

29157

104  
g-index

135  
all docs

135  
docs citations

135  
times ranked

5183  
citing authors

#	ARTICLE	IF	CITATIONS
1	From Someone Who May Cause Trouble to Someone You Can Play With: Stakeholders' Perspectives on Preschool Program Quality for Autistic Children. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 3890-3908.	2.7	2
2	Factors associated with implementation of a school-based comprehensive program for students with autism. <i>Autism</i> , 2022, 26, 703-715.	4.1	8
3	Patterns in reporting and participant inclusion related to race and ethnicity in autism intervention literature: Data from a large-scale systematic review of evidence-based practices. <i>Autism</i> , 2022, 26, 2026-2040.	4.1	60
4	Efficacy of a School-Based Comprehensive Intervention Program for Adolescents With Autism. <i>Exceptional Children</i> , 2022, 88, 223-240.	2.2	7
5	It's time to close the research to practice gap in autism: The need for implementation science. <i>Autism</i> , 2022, 26, 569-574.	4.1	21
6	Knowledge of Evidence-Based Practices and Frequency of Selection Among School-Based Professionals of Students With Autism. <i>Journal of Special Education</i> , 2021, 55, 143-152.	1.7	15
7	Parents' Voices Regarding Using Interventions for Toddlers With Autism Spectrum Disorder. <i>Journal of Early Intervention</i> , 2021, 43, 38-59.	1.6	10
8	Employing Evidence-Based Practices for Children with Autism in Elementary Schools. <i>Journal of Autism and Developmental Disorders</i> , 2021, 51, 2308-2323.	2.7	29
9	Evidence-Based Practices for Children, Youth, and Young Adults with Autism: Third Generation Review. <i>Journal of Autism and Developmental Disorders</i> , 2021, 51, 4013-4032.	2.7	220
10	Educational Interventions for Children and Youth with Autism: A 40-Year Perspective. <i>Journal of Autism and Developmental Disorders</i> , 2021, 51, 4354-4369.	2.7	24
11	Education of Students with Disabilities, Science, and Randomized Controlled Trials. <i>Research and Practice for Persons With Severe Disabilities</i> , 2021, 46, 132-145.	1.4	10
12	Use of the Children's Communication Checklist-2 in School-Aged Students with Autism: A Psychometric Analysis. <i>Journal of Autism and Developmental Disorders</i> , 2021, , 1.	2.7	2
13	Stability of Literacy Profiles of Adolescents With Autism Spectrum Disorder and Associations With Stakeholder Perceptions of Appropriate High School Support Needs. <i>Language, Speech, and Hearing Services in Schools</i> , 2021, 52, 209-224.	1.6	5
14	Adapting the preschool environment to the needs of children on the autism spectrum in Sweden: A quasi-experimental study. <i>Scandinavian Journal of Occupational Therapy</i> , 2021, , 1-20.	1.7	3
15	Parents' application of mediated learning principles as predictors of toddler social initiations. <i>Autism</i> , 2021, , 136236132110611.	4.1	1
16	Disseminating Information on Evidence-Based Practices for Children and Youth with Autism Spectrum Disorder: AFIRM. <i>Journal of Autism and Developmental Disorders</i> , 2020, 50, 1931-1940.	2.7	51
17	Implementation Science, Behavior Analysis, and Supporting Evidence-based Practices for Individuals with Autism. <i>European Journal of Behavior Analysis</i> , 2020, 21, 55-73.	0.9	34
18	Moving Beyond Fidelity: Assessing Implementation of a Comprehensive Treatment Program for Adolescents With Autism Spectrum Disorder. <i>Exceptional Children</i> , 2020, 86, 137-154.	2.2	11

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19	Quality of high school programs for students with autism spectrum disorder. <i>Autism</i> , 2020, 24, 707-717.	4.1	11
20	Student, Educator, and Parent Perspectives of <scp>Self-Determination</scp> in High School Students with Autism Spectrum Disorder. <i>Autism Research</i> , 2020, 13, 2164-2176.	3.8	7
21	Sex Differences in Social Participation of High School Students with Autism Spectrum Disorder. <i>Autism Research</i> , 2020, 13, 2155-2163.	3.8	8
22	Implementation Science Research and Special Education. <i>Exceptional Children</i> , 2020, 86, 117-119.	2.2	14
23	Rapid Prompting Method and Autism Spectrum Disorder: Systematic Review Exposes Lack of Evidence. <i>Review Journal of Autism and Developmental Disorders</i> , 2019, 6, 403-412.	3.4	13
24	Efficacy of a Comprehensive Early Childhood Curriculum to Enhance Children's Success. <i>Topics in Early Childhood Special Education</i> , 2019, 39, 19-31.	2.2	9
25	Behavioral and Educational Interventions. , 2019, , 176-190.		5
26	Peer-Based Interventions for Children and Youth With Autism Spectrum Disorder: History and Effects. <i>School Psychology Review</i> , 2019, 48, 170-176.	3.0	25
27	Growth mixture models of adaptive behavior in adolescents with autism spectrum disorder. <i>Autism</i> , 2019, 23, 1472-1484.	4.1	5
28	Cross-Cultural Content Validity of the Autism Program Environment Rating Scale in Sweden. <i>Journal of Autism and Developmental Disorders</i> , 2019, 49, 1853-1862.	2.7	11
29	National Professional Development Center on Autism Spectrum Disorders (NPDC) model - an integrated model of evidence-based practices for autism spectrum disorder. <i>Psychiatria Polska</i> , 2019, 53, 753-770.	0.5	6
30	Technology use as a support tool by secondary students with autism. <i>Autism</i> , 2018, 22, 70-79.	4.1	41
31	Mediating Parent Learning to Promote Social Communication for Toddlers with Autism: Effects from a Randomized Controlled Trial. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 853-867.	2.7	52
32	Assessing Quality of Program Environments for Children and Youth with Autism: Autism Program Environment Rating Scale (APERS). <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 913-924.	2.7	24
33	Between-case standardized effect size analysis of single case designs: Examination of the two methods. <i>Research in Developmental Disabilities</i> , 2018, 79, 88-96.	2.2	23
34	Supporting Parent Use of Evidence-Based Practices for Infants and Toddlers with Autism Spectrum Disorder. <i>Autism and Child Psychopathology Series</i> , 2018, , 405-423.	0.2	3
35	Validation of the Pictorial Infant Communication Scale for preschool-aged children with autism spectrum disorder. <i>Autism</i> , 2017, 21, 203-216.	4.1	6
36	Books and Toddlers in Child Care: Under What Conditions are Children Most Engaged?. <i>Child and Youth Care Forum</i> , 2017, 46, 473-493.	1.6	6

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37	The Association between Adult Participation and the Engagement of Preschoolers with ASD. <i>Autism Research &amp; Treatment</i> , 2016, 2016, 1-10.	0.5	7
38	The Role of Theory in Early Childhood Special Education and Early Intervention. , 2016, , 21-36.		8
39	Parent-Reported Repetitive Behavior in Toddlers on the Autism Spectrum. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 3308-3316.	2.7	22
40	The questions verbal children with autism spectrum disorder encounter in the inclusive preschool classroom. <i>Autism</i> , 2016, 20, 96-105.	4.1	6
41	The Use of Coding Methods to Estimate the Social Behavior Directed toward Peers and Adults of Preschoolers with ASD in TEACCH, LEAP, and Eclectic "BAU" Classrooms. <i>Behavioral Disorders</i> , 2015, 40, 91-101.	1.2	5
42	An Evaluation of a Program to Increase Physical Activity for Young Children in Child Care. <i>Early Education and Development</i> , 2015, 26, 1-21.	2.6	33
43	Child and setting characteristics affecting the adult talk directed at preschoolers with autism spectrum disorder in the inclusive classroom. <i>Autism</i> , 2015, 19, 223-234.	4.1	11
44	Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder: A Comprehensive Review. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 1951-1966.	2.7	1,058
45	Technology-Aided Interventions and Instruction for Adolescents with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 3805-3819.	2.7	154
46	The What Works Clearinghouse Single-Case Design Pilot Standards. <i>Remedial and Special Education</i> , 2014, 35, 145-152.	2.3	40
47	Applying an Implementation Science Framework for Adoption of a Comprehensive Program for High School Students With Autism Spectrum Disorder. <i>Remedial and Special Education</i> , 2014, 35, 123-132.	2.3	45
48	Evaluating single-case research data for systematic review: A commentary for the special issue. <i>Journal of School Psychology</i> , 2014, 52, 237-241.	2.9	31
49	Comparative Efficacy of LEAP, TEACCH and Non-Model-Specific Special Education Programs for Preschoolers with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 366-380.	2.7	118
50	Brief Report: Concurrent Validity of Autism Symptom Severity Measures. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 466-470.	2.7	43
51	Effects of Joint Attention Mediated Learning for toddlers with autism spectrum disorders: An initial randomized controlled study. <i>Early Childhood Research Quarterly</i> , 2013, 28, 249-258.	2.7	130
52	Commitment to Classroom Model Philosophy and Burnout Symptoms Among High Fidelity Teachers Implementing Preschool Programs for Children with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i> , 2013, 43, 345-360.	2.7	32
53	Single-Case Intervention Research Design Standards. <i>Remedial and Special Education</i> , 2013, 34, 26-38.	2.3	905
54	Child and classroom characteristics associated with the adult language provided to preschoolers with autism spectrum disorder. <i>Research in Autism Spectrum Disorders</i> , 2013, 7, 947-955.	1.5	39

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55	Designing Studies to Evaluate Parent-Mediated Interventions for Toddlers With Autism Spectrum Disorder. <i>Journal of Early Intervention</i> , 2013, 35, 355-377.	1.6	33
56	Young Athletes Program: Impact on Motor Development. <i>Adapted Physical Activity Quarterly</i> , 2013, 30, 235-253.	0.8	33
57	Implementation Science, Professional Development, and Autism Spectrum Disorders. <i>Exceptional Children</i> , 2013, 79, 233-251.	2.2	98
58	Implementation Science, Professional Development, and Autism Spectrum Disorders. <i>Exceptional Children</i> , 2013, 79, 233-251.	2.2	37
59	Ecological Features of Preschools and the Social Engagement of Children With Autism. <i>Journal of Early Intervention</i> , 2012, 34, 40-56.	1.6	39
60	Moving Beyond the Intensive Behavior Treatment Versus Eclectic Dichotomy. <i>Behavior Modification</i> , 2012, 36, 270-297.	1.6	64
61	Promoting Task Accuracy and Independence in Students with Autism Across Educational Setting Through the Use of Individual Work Systems. <i>Journal of Autism and Developmental Disorders</i> , 2012, 42, 2084-2099.	2.7	43
62	Child and family factors associated with the use of services for preschoolers with autism spectrum disorder. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 565-572.	1.5	58
63	Assessing implementation of comprehensive treatment models for young children with ASD: Reliability and validity of two measures. <i>Research in Autism Spectrum Disorders</i> , 2011, 5, 1430-1440.	1.5	29
64	Neighborhood Community Risk Influences on Preschool Children's Development and School Readiness. <i>Infants and Young Children</i> , 2011, 24, 87-100.	0.7	40
65	Inclusion for Young Children With Disabilities. <i>Journal of Early Intervention</i> , 2011, 33, 344-356.	1.6	240
66	Evaluation of Comprehensive Treatment Models for Individuals with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i> , 2010, 40, 425-436.	2.7	302
67	Evidence-Based Practices in Interventions for Children and Youth with Autism Spectrum Disorders. <i>Preventing School Failure</i> , 2010, 54, 275-282.	0.7	368
68	Examining different forms of implementation and in early childhood curriculum research. <i>Early Childhood Research Quarterly</i> , 2010, 25, 314-328.	2.7	47
69	The Tie That Binds. <i>Topics in Early Childhood Special Education</i> , 2009, 29, 53-61.	2.2	270
70	Factors That Influence the Implementation of a New Preschool Curriculum: Implications for Professional Development. <i>Early Education and Development</i> , 2009, 20, 456-481.	2.6	40
71	Social Interaction and Repetitive Motor Behaviors. <i>Journal of Autism and Developmental Disorders</i> , 2008, 38, 1124-1135.	2.7	136
72	Social Participation of Children with Disabilities in Inclusive Preschool Programs: Program Typology and Ecological Features. <i>Exceptionality</i> , 2008, 16, 125-140.	1.5	36

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73	Social Engagement With Peers and Stereotypic Behavior of Children With Autism. <i>Journal of Positive Behavior Interventions</i> , 2007, 9, 67-79.	1.7	98
74	Designing Research Studies on Psychosocial Interventions in Autism. <i>Journal of Autism and Developmental Disorders</i> , 2007, 37, 354-366.	2.7	313
75	Promoting Joint Attention in Toddlers with Autism: A Parent-Mediated Developmental Model. <i>Journal of Autism and Developmental Disorders</i> , 2007, 37, 1562-1575.	2.7	167
76	Social acceptance and rejection of preschool children with disabilities: A mixed-method analysis.. <i>Journal of Educational Psychology</i> , 2006, 98, 807-823.	2.9	150
77	Sibling-Mediated Social Interaction Intervention for Young Children With Autism. <i>Topics in Early Childhood Special Education</i> , 2006, 26, 106-123.	2.2	105
78	The Use of Single-Subject Research to Identify Evidence-Based Practice in Special Education. <i>Exceptional Children</i> , 2005, 71, 165-179.	2.2	2,200
79	Joint Attention and Early Intervention with Autism: A Conceptual Framework and Promising Approaches. <i>Journal of Early Intervention</i> , 2004, 27, 42-54.	1.6	28
80	Preschool inclusion in the United States: a review of research from an ecological systems perspective. <i>Journal of Research in Special Educational Needs</i> , 2004, 4, 17-49.	1.1	119
81	A Unified Theory of Practice in Early Intervention/Early Childhood Special Education. <i>Journal of Special Education</i> , 2003, 37, 164-173.	1.7	150
82	Evidence-Based Practices for Young Children With Autism. <i>Focus on Autism and Other Developmental Disabilities</i> , 2003, 18, 166-175.	1.3	227
83	Evidence-Based Practice in Early Intervention/Early Childhood Special Education: Single-Subject Design Research. <i>Journal of Early Intervention</i> , 2002, 25, 151-160.	1.6	69
84	Narrowing the question: social integration and characteristics of children with disabilities in inclusion settings. <i>Early Childhood Research Quarterly</i> , 2002, 17, 167-170.	2.7	34
85	An Intervention Hierarchy for Promoting Young Children's Peer Interactions in Natural Environments. <i>Topics in Early Childhood Special Education</i> , 2001, 21, 162-175.	2.2	136
86	The Costs of Preschool Inclusion. <i>Topics in Early Childhood Special Education</i> , 2001, 21, 46-55.	2.2	19
87	A Worthy Challenge: Assessing Child Developmental Growth in a Systematic Manner. <i>Journal of Early Intervention</i> , 2001, 24, 188-190.	1.6	3
88	Preschool Inclusion. <i>Topics in Early Childhood Special Education</i> , 2000, 20, 20-27.	2.2	197
89	A Multimeasure Performance-Based Assessment of Social Competence in Young Children with Disabilities. <i>Topics in Early Childhood Special Education</i> , 1999, 19, 67-74.	2.2	44
90	Ecobehavioral Assessment in Early Childhood Programs. <i>Journal of Special Education</i> , 1999, 33, 138-153.	1.7	75

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91	Relative Effects of Interventions Supporting the Social Competence of Young Children with Disabilities. <i>Topics in Early Childhood Special Education</i> , 1999, 19, 75-91.	2.2	124
92	On the Forms of Inclusion. <i>Journal of Early Intervention</i> , 1999, 22, 185-199.	1.6	56
93	Differential Effects of Structured Social Integration and Group Friendship Activities for Promoting Social Interaction With Peers. <i>Journal of Early Intervention</i> , 1999, 22, 230-242.	1.6	35
94	“Can I Play with You?” Peer Culture in Inclusive Preschool Programs. <i>Research and Practice for Persons With Severe Disabilities</i> , 1999, 24, 69-84.	0.6	29
95	Early intervention as we know it. <i>Mental Retardation and Developmental Disabilities Research Reviews</i> , 1999, 5, 11-20.	3.6	53
96	Inclusion of young children with special needs in early childhood education: The research base. <i>Early Childhood Research Quarterly</i> , 1998, 13, 3-25.	2.7	127
97	Promoting Positive Attitudes of Kindergarten-Age Children toward People with Disabilities. <i>Exceptional Children</i> , 1997, 63, 405-418.	2.2	146
98	The Impact of Changing Roles on Relationships between Professionals in Inclusive Programs for Young Children. <i>Early Education and Development</i> , 1997, 8, 67-82.	2.6	37
99	Observational assessment of young children's social behavior with peers. <i>Early Childhood Research Quarterly</i> , 1996, 11, 19-40.	2.7	33
100	Project BLEND. <i>Journal of Early Intervention</i> , 1996, 20, 364-375.	1.6	17
101	Use of the Acceptance Scale to Measure Attitudes of Kindergarten-Age Children. <i>Journal of Early Intervention</i> , 1996, 20, 232-248.	1.6	56
102	The Relationship between Stereotypic Behavior and Peer Social Interaction for Children with Severe Disabilities. <i>Research and Practice for Persons With Severe Disabilities</i> , 1996, 21, 88-95.	0.6	34
103	Review of Rating Scales that Measure Parent-Infant Interaction. <i>Topics in Early Childhood Special Education</i> , 1996, 16, 1-25.	2.2	24
104	Recommended Practices in Early Childhood Special Education. <i>Journal of Early Intervention</i> , 1995, 19, 1-17.	1.6	39
105	Social Goals and Objectives of Preschool IEPs. <i>Journal of Early Intervention</i> , 1995, 19, 273-282.	1.6	34
106	Developmentally Appropriate Practice, Policies, and Use for Young Children With Disabilities and Their Families. <i>Journal of Early Intervention</i> , 1994, 18, 346-348.	1.6	4
107	Teachers' Schedules and Actual Time Spent in Activities in Preschool Special Education Classes. <i>Journal of Early Intervention</i> , 1994, 18, 25-33.	1.6	6
108	Strategies and tactics for promoting generalization and maintenance of young children's social behavior. <i>Research in Developmental Disabilities</i> , 1994, 15, 99-118.	2.2	32

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109	Practices for Young Children With and Without Disabilities. Topics in Early Childhood Special Education, 1993, 13, 274-292.	2.2	27
110	FADING TEACHER PROMPTS PROM PEER-INITIATION INTERVENTIONS FOR YOUNG CHILDREN WITH DISABILITIES. Journal of Applied Behavior Analysis, 1992, 25, 307-317.	2.7	67
111	Reducing Teacher Prompts in Peer-Mediated Interventions for Young Children with Autism. Journal of Special Education, 1991, 25, 26-43.	1.7	77
112	Mainstreaming at the Preschool Level. Topics in Early Childhood Special Education, 1990, 10, 48-61.	2.2	99
113	Transition to Parenthood for Parents of Technology-Assisted Infants. Topics in Early Childhood Special Education, 1990, 9, 43-54.	2.2	21
114	Activity Structure and Social Interactions with Peers in Developmentally Integrated Play Groups. Journal of Early Intervention, 1989, 13, 342-352.	1.6	76
115	Early Childhood Special Education in the Year 2000. Journal of the Division for Early Childhood, 1988, 12, 263-273.	0.8	13
116	Developmental Intervention for Infants with Handicaps: Purposes and Programs. Journal of Special Education, 1988, 22, 11-24.	1.7	12
117	The Role of Theory in the Preparation of Professionals in Early Childhood Special Education. Topics in Early Childhood Special Education, 1987, 7, 1-11.	2.2	22
118	Social Interaction Training for Preschool Children with Behavioral Disorders. Behavioral Disorders, 1987, 12, 242-251.	1.2	33
119	Naturalistic Inquiry and the Assessment of Young Handicapped Children and Their Families. Topics in Early Childhood Special Education, 1986, 6, 68-82.	2.2	15
120	Using Single and Multiple Peers to Promote Social Interaction of Preschool Children with Handicaps. Journal of the Division for Early Childhood, 1986, 10, 53-64.	0.8	38
121	A comparison of peer-initiation and teacher-antecedent interventions for promoting reciprocal social interaction of autistic preschoolers.. Journal of Applied Behavior Analysis, 1986, 19, 59-71.	2.7	210
122	Increasing handicapped preschoolers' peer social interactions: cross-setting and component analysis.. Journal of Applied Behavior Analysis, 1985, 18, 3-16.	2.7	175
123	A Performance-based Conceptualization of Social Competence of Handicapped Preschool Children. Topics in Early Childhood Special Education, 1985, 4, 1-19.	2.2	19
124	Early Intervention for Handicapped Children in Germany and the United States: A Comparative View. Journal of the Division for Early Childhood, 1985, 9, 215-218.	0.8	0
125	Promoting Social Reciprocity of Exceptional Children. Remedial and Special Education, 1984, 5, 21-28.	2.3	91
126	Peer-mediated approaches to promoting children's social interaction: A review.. American Journal of Orthopsychiatry, 1984, 54, 544-557.	1.5	154



#	ARTICLE	IF	CITATIONS
127	Program variations in preschools for handicapped and nonhandicapped children: Mainstreamed vs. integrated special education. <i>Analysis and Intervention in Developmental Disabilities</i> , 1983, 3, 89-103.	0.7	19
128	Program Evaluation in Early Childhood Special Education: A Meta-evaluation. <i>Educational Evaluation and Policy Analysis</i> , 1983, 5, 445-460.	2.5	24
129	Promoting Social Integration of Young Children at Risk for Learning Disabilities. <i>Learning Disability Quarterly</i> , 1982, 5, 379-387.	1.3	13
130	Social validity and psychometric properties of Teacher Impression Scale – A pilot study. <i>European Journal of Special Needs Education</i> , 0, , 1-16.	3.0	4
131	Reliability and Validity of a Teacher Impressions Scale to Assess Social Play of Swedish Children in Inclusive Preschools. <i>Assessment for Effective Intervention</i> , 0, , 153450842211004.	0.8	2