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Journal Information

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Classification History

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2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

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Recent Articles

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2026-11-6
Authors: Lanqi Wang, Shawn Datchuk, Seth King
DOI: 10.1177/21541647261505085

One-on-One: Prevalence and Predictors of Paraeducator Service Utilization for Autism-Eligible Students in Schools
2026-11-3
Authors: Alexandra Sturm, Karolyn J. Maurer, Connie Kasari
DOI: 10.1177/21541647261502795

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2026-10-12
Authors: Sarah K. Howorth, Ruby Humphris
DOI: 10.1177/21541647261498015

Making Peer-Mediated Interventions Work in Secondary Schools: A Practical Guide for Students With Intellectual and/or Developmental Disabilities
2026-10-12
Authors: Jesse I. Fleming, Juliet Hart Barnett
DOI: 10.1177/21541647261494634

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2026-10-8 Vol. 61 Issue 4 Pages 375-397
Authors: Deidre Gilley, Claire Backer, Gospel Kim
DOI: 10.1177/21541647261481714

Group and Peer-Mediated Behavioral Skills Training for Job Interview Skills: A Preliminary Evaluation With Adults With Developmental Disabilities
2026-10-1 Vol. 61 Issue 4 Pages 420-444
Authors: Haven Niland, The Nguyen, Chloe Armes et al.
DOI: 10.1177/21541647261492324

From Research to Practice: A Systematic Review of Practitioner-Implemented Video-Based Instruction for Students With Intellectual and Developmental Disabilities
2026-9-30
Authors: Xiaoning Sun, Matthew E. Brock, Dhwani Parikh
DOI: 10.1177/21541647261494636

Coding Instruction in the Context of Algorithmic Thinking: Effects on Task Performance of Students With Mild Intellectual Disability
2026-9-29 Vol. 61 Issue 4 Pages 445-466
Authors: Güler Karaman, Süleyman Sadi Seferoğlu
DOI: 10.1177/21541647261487338

Treatment Intensity Variables in AAC Interventions for Learners With Autism and/or ID: A Meta-Analysis
2026-9-23 Vol. 61 Issue 4 Pages 467-492
Authors: Joe Reichle, J. B. Ganz, James E. Pustejovsky et al.
DOI: 10.1177/21541647261487692

A Systematic Review of Environmental Structuring Interventions for Autistic Individuals
2026-8-30 Vol. 61 Issue 4 Pages 493-516
Authors: Shannon LaPoint, So-Yeon Kim, Hyunjo Ji et al.
DOI: 10.1177/21541647261483739