

Studies from Comprehensive Review of Reading for Students with Significant Cognitive Disabilities from 1975-2003 (N=119 articles; N=128 studies)

1. Anderson, M. D., Sherman, J. A., Sheldon, J. B., & McAdam, D. (1997). Picture activity schedules and engagement of adults with mental retardation in a group home. *Research in Developmental Disabilities, 18*, 231-250.
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6. Berkowitz, S. (1990). A comparison of two methods of prompting in training discrimination of communication book pictures by autistic students. *Journal of Autism and Developmental Disorders, 20*, 255-262.
7. Bracey, S., Maggs, A., & Morath, P. (1975). The effects of a direct phonic approach in teaching reading with six moderately retarded children: Acquisition and mastery learning stages. *Slow Learning Child, 22*, 83-90.

8. Browder, D. M., & Minarovic, T. J. (2000). Utilizing sight words in self-instruction training for employees with moderate mental retardation in competitive jobs. *Education and Training in Mental Retardation and Developmental Disabilities, 35*, 78-89.
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16. Calhoun, M. L. (1985). Typing contrasted with handwriting in language arts instruction for moderately mentally retarded students. *Education and Training of the Mentally Retarded*, 20, 48-52.
 17. Collins, B. C., & Griffen, A. K. (1996). Teaching students with moderate disabilities to make safe responses to product warning labels. *Education & Treatment of Children*, 19, 30-45.
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 19. Collins, B. C., Branson, T. A., & Hall, M. (1995). Teaching generalized reading of cooking product labels to adolescents with mental disabilities through the use of key words taught by peer tutors. *Education and Training in Mental Retardation and Developmental Disabilities*, 30, 65-75.
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^aTwo experiment study [50, 51, 66, 68, 93, 101, 107]

^bThree experiment study [116]