

Caleb R Stanley

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11331271/publications.pdf>

Version: 2024-02-01

25
papers

286
citations

932766

10
h-index

940134

16
g-index

26
all docs

26
docs citations

26
times ranked

95
citing authors

#	ARTICLE	IF	CITATIONS
1	Derived Equivalence Relations of Geometry Skills in Students with Autism: an Application of the PEAK-E Curriculum. <i>The Analysis of Verbal Behavior</i> , 2016, 32, 38-45.	0.2	32
2	Randomized Controlled Trial Evaluation of ABA Content on IQ Gains in Children with Autism. <i>Journal of Behavioral Education</i> , 2021, 30, 455-477.	0.9	31
3	Establishing derived categorical responding in children with disabilities using the PEAK-E curriculum. <i>Journal of Applied Behavior Analysis</i> , 2017, 50, 134-145.	2.2	30
4	Teaching foundational perspective-taking skills to children with autism using the PEAK-T curriculum: single-reversal \hat{a} -You \hat{a} -deictic frames. <i>Journal of Applied Behavior Analysis</i> , 2016, 49, 965-969.	2.2	28
5	Equivalence-based instruction of academic skills: Application to adolescents with autism. <i>Journal of Applied Behavior Analysis</i> , 2018, 51, 352-359.	2.2	18
6	Derived Relational Responding and Intelligence: Assessing the Relationship Between the PEAK-E Pre-assessment and IQ with Individuals with Autism and Related Disabilities. <i>Psychological Record</i> , 2018, 68, 419-430.	0.6	18
7	The test-retest and interrater reliability of the Promoting the Emergence of Advanced Knowledge-Direct Training assessment for use with individuals with autism and related disabilities.. <i>Behavior Analysis (Washington, D C)</i> , 2016, 16, 34-40.	0.4	14
8	Student outcomes after 1 \hat{A} year of front line staff implementation of the PEAK curriculum. <i>Behavioral Interventions</i> , 2018, 33, 185-195.	0.8	13
9	Teaching metaphorical extensions of private events through rival \hat{a} -model observation to children with autism. <i>Journal of Applied Behavior Analysis</i> , 2017, 50, 744-749.	2.2	12
10	Establishing derived coordinated symmetrical and transitive gustatory-visual-auditory relations in children with autism and related intellectual disabilities using the PEAK-E curriculum. <i>Journal of Contextual Behavioral Science</i> , 2017, 6, 91-95.	1.3	11
11	The relationship between derived mutually entailed relations and the function of challenging behavior in children with autism: Comparing the PEAK-E-PA and the QABF. <i>Journal of Contextual Behavioral Science</i> , 2017, 6, 298-307.	1.3	11
12	Normative Sample of the PEAK Relational Training System: Generalization Module with Comparison to Individuals with Autism. <i>Journal of Behavioral Education</i> , 2017, 26, 101-122.	0.9	11
13	Principal Component Analysis of the PEAK Generalization Module. <i>Journal of Developmental and Physical Disabilities</i> , 2017, 29, 489-501.	1.0	10
14	The Mediating Effects of Derived Relational Responding on the Relationship Between Verbal Operant Development and IQ. <i>Behavior Analysis in Practice</i> , 2018, 11, 411-416.	1.5	10
15	Establishing arbitrary comparative relations and referential transformations of stimulus function in individuals with autism. <i>Journal of Applied Behavior Analysis</i> , 2020, 53, 938-955.	2.2	8
16	Evidence From Children with Autism that Derived Relational Responding is a Generalized Operant. <i>Behavior Analysis in Practice</i> , 2021, 14, 295-323.	1.5	8
17	Evaluating emergent naming relations through representational drawing in individuals with developmental disabilities using the PEAK-E curriculum.. <i>Behavior Analysis (Washington, D C)</i> , 2017, 17, 92-97.	0.4	7
18	Teaching Children with Autism to Identify Private Events of Others in Context. <i>Behavior Analysis in Practice</i> , 2018, 11, 400-405.	1.5	4

#	ARTICLE	IF	CITATIONS
19	Exploratory Factor Analysis of the VB-MAPP: Support for the Interdependency of Elementary Verbal Operants. <i>Journal of Behavioral Education</i> , 2022, 31, 503-523.	0.9	3
20	PEAK Relational Training System. , 2020, , 1-7.		3
21	Establishing Multiple-Control Responding of Children with Autism to People and Emotions in Context by Utilizing Derived Stimulus Relations. <i>Behavior Analysis in Practice</i> , 2020, 13, 192-196.	1.5	2
22	Generalized Reflexive Responding and Cross-Modal Tactile Transfer of Stimulus Function in Children with Autism. <i>The Analysis of Verbal Behavior</i> , 2020, 36, 233-250.	0.2	1
23	Evaluating the Emergence of the Transformation of Stimulus Function through Representational Drawing in Children with Autism. <i>Behavior Analysis in Practice</i> , 2020, 13, 186-191.	1.5	0
24	PEAK Relational Training System. , 2021, , 3360-3366.		0
25	Top-Down Attentional Processing and Relational Density Evident in Word Search Performance of Children. <i>Behavior Analysis in Practice</i> , 0, , 1.	1.5	0