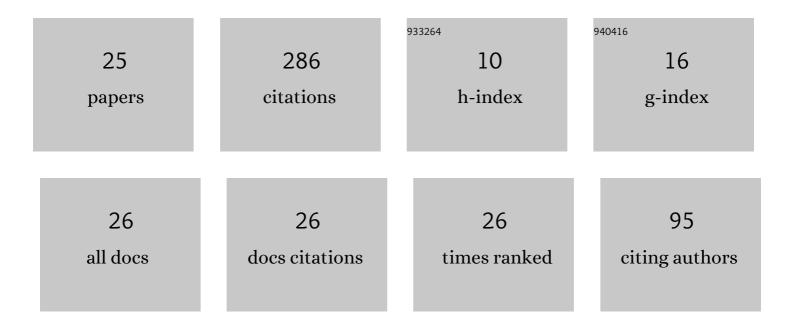
Caleb R Stanley

List of Publications by Year in descending order

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#	Article	IF	CITATIONS
1	Exploratory Factor Analysis of the VB-MAPP: Support for the Interdependency of Elementary Verbal Operants. Journal of Behavioral Education, 2022, 31, 503-523.	0.9	3
2	Randomized Controlled Trial Evaluation of ABA Content on IQ Gains in Children with Autism. Journal of Behavioral Education, 2021, 30, 455-477.	0.9	31
3	PEAK Relational Training System. , 2021, , 3360-3366.		Ο
4	Evidence From Children with Autism that Derived Relational Responding is a Generalized Operant. Behavior Analysis in Practice, 2021, 14, 295-323.	1.5	8
5	Establishing arbitrary comparative relations and referential transformations of stimulus function in in individuals with autism. Journal of Applied Behavior Analysis, 2020, 53, 938-955.	2.2	8
6	Establishing Multiple-Control Responding of Children with Autism to People and Emotions in Context by Utilizing Derived Stimulus Relations. Behavior Analysis in Practice, 2020, 13, 192-196.	1.5	2
7	Evaluating the Emergence of the Transformation of Stimulus Function through Representational Drawing in Children with Autism. Behavior Analysis in Practice, 2020, 13, 186-191.	1.5	0
8	Generalized Reflexive Responding and Cross-Modal Tactile Transfer of Stimulus Function in Children with Autism. The Analysis of Verbal Behavior, 2020, 36, 233-250.	0.2	1
9	PEAK Relational Training System. , 2020, , 1-7.		3
10	Equivalenceâ€based instruction of academic skills: Application to adolescents with autism. Journal of Applied Behavior Analysis, 2018, 51, 352-359.	2.2	18
11	Student outcomes after 1Âyear of front line staff implementation of the PEAK curriculum. Behavioral Interventions, 2018, 33, 185-195.	0.8	13
12	Teaching Children with Autism to Identify Private Events of Others in Context. Behavior Analysis in Practice, 2018, 11, 400-405.	1.5	4
13	The Mediating Effects of Derived Relational Responding on the Relationship Between Verbal Operant Development and IQ. Behavior Analysis in Practice, 2018, 11, 411-416.	1.5	10
14	Derived Relational Responding and Intelligence: Assessing the Relationship Between the PEAK-E Pre-assessment and IQ with Individuals with Autism and Related Disabilities. Psychological Record, 2018, 68, 419-430.	0.6	18
15	Establishing derived coordinated symmetrical and transitive gustatory-visual-auditory relations in children with autism and related intellectual disabilities using the PEAK-E curriculum. Journal of Contextual Behavioral Science, 2017, 6, 91-95.	1.3	11
16	Principal Component Analysis of the PEAK Generalization Module. Journal of Developmental and Physical Disabilities, 2017, 29, 489-501.	1.0	10
17	Teaching metaphorical extensions of private events through rivalâ€model observation to children with autism. Journal of Applied Behavior Analysis, 2017, 50, 744-749.	2.2	12
18	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. Journal of Contextual Behavioral Science, 2017, 6, 298-307.	1.3	11

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#	Article	IF	CITATIONS
19	Normative Sample of the PEAK Relational Training System: Generalization Module with Comparison to Individuals with Autism. Journal of Behavioral Education, 2017, 26, 101-122.	0.9	11
20	Establishing derived categorical responding in children with disabilities using the PEAKâ€E curriculum. Journal of Applied Behavior Analysis, 2017, 50, 134-145.	2.2	30
21	Evaluating emergent naming relations through representational drawing in individuals with developmental disabilities using the PEAK-E curriculum Behavior Analysis (Washington, D C), 2017, 17, 92-97.	0.4	7
22	Teaching foundational perspective-taking skills to children with autism using the PEAK-T curriculum: single-reversal "l-You―deictic frames. Journal of Applied Behavior Analysis, 2016, 49, 965-969.	2.2	28
23	Derived Equivalence Relations of Geometry Skills in Students with Autism: an Application of the PEAK-E Curriculum. The Analysis of Verbal Behavior, 2016, 32, 38-45.	0.2	32
24	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 Behavior Analysis (Washington, D C), 2016, 16, 34-40.	0.4	14
25	Top-Down Attentional Processing and Relational Density Evident in Word Search Performance of Children. Behavior Analysis in Practice, 0, , 1.	1.5	Ο