

Brian C Poncy

List of Publications by Year in descending order

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Version: 2024-02-01

24
papers

526
citations

759233

12
h-index

752698

20
g-index

24
all docs

24
docs citations

24
times ranked

173
citing authors

#	ARTICLE	IF	CITATIONS
1	Distributed Practice in Math Facts Fluency: A Comparative Analysis of Varied Intersession Intervals. <i>School Psychology Review</i> , 2022, 51, 517-525.	3.0	3
2	Toward a More Comprehensive Evaluation of Interventions: A Dose-Response Curve Analysis of an Explicit Timing Intervention. <i>School Psychology Review</i> , 2022, 51, 84-94.	3.0	4
3	A Comparison of Taped Problems and Explicit Timing Interventions on Second-Grade Students'™ Subtraction Fluency. <i>School Psychology Review</i> , 2022, 51, 526-537.	3.0	1
4	Why and how teachers should prevent and remedy academic deficits by enhancing learning speed. <i>Preventing School Failure</i> , 2022, 66, 22-32.	0.7	0
5	Factors Influencing the Effectiveness of Interventions: An Interaction of Instructional Set Size and Dose. <i>School Psychology Review</i> , 2020, 49, 386-398.	3.0	4
6	Growth under intervention by means of instructional time expended: Empirical illustrations of applicable models.. <i>School Psychology</i> , 2019, 34, 566-575.	2.4	2
7	Examining learning rates in the evaluation of academic interventions that target reading fluency. <i>Psychology in the Schools</i> , 2018, 55, 151-164.	1.8	3
8	A Comparison of Taped-Problem Interventions to Increase Math Fact Fluency: Does the Length of Time Delay Affect Student Learning Rates?. <i>Journal of Applied School Psychology</i> , 2015, 31, 63-82.	0.9	8
9	A comparative analysis of massed vs. distributed practice on basic math fact fluency growth rates. <i>Journal of School Psychology</i> , 2015, 53, 149-159.	2.9	45
10	Adding Immediate Feedback to Explicit Timing: An Option for Enhancing Treatment Intensity to Improve Mathematics Fluency. <i>Journal of Behavioral Education</i> , 2015, 24, 74-87.	1.3	57
11	An Analysis of Learning Rate and Curricular Scope: Caution When Choosing Academic Interventions Based on Aggregated Outcomes. <i>School Psychology Review</i> , 2015, 44, 289-305.	3.0	58
12	Using Detect, Practice, and Repair (DPR) to Differentiate and Individualize Math Fact Instruction in a Class-Wide Setting. <i>Journal of Behavioral Education</i> , 2013, 22, 211-228.	1.3	60
13	EMERGING OPPORTUNITIES FOR SCHOOL PSYCHOLOGISTS TO ENHANCE OUR REMEDIATION PROCEDURE EVIDENCE BASE AS WE APPLY RESPONSE TO INTERVENTION. <i>Psychology in the Schools</i> , 2013, 50, 272-289.	1.8	22
14	A comparison of class-wide taped problems and cover, copy, and compare for enhancing mathematics fluency. <i>Psychology in the Schools</i> , 2012, 49, 744-755.	1.8	14
15	Enhancing First-Grade Students'™ Addition-Fact Fluency Using Classwide Cover, Copy, and Compare, a Sprint, and Group Rewards. <i>Journal of Applied School Psychology</i> , 2011, 27, 1-20.	0.9	17
16	Advocating for Effective Instruction: School Psychologists as an Instructional Leader. , 2011, , 155-173.		4
17	An Examination of Two Techniques for Promoting Response Generalization of Early Literacy Skills. <i>Journal of Behavioral Education</i> , 2010, 19, 62-75.	1.3	9
18	Evaluation of Techniques to Promote Generalization with Basic Math Fact Skills. <i>Journal of Behavioral Education</i> , 2010, 19, 76-92.	1.3	28

#	ARTICLE	IF	CITATIONS
19	An investigation of Detect, Practice, and Repair to remedy math fact deficits in a group of third grade students. <i>Psychology in the Schools</i> , 2010, 47, 342-353.	1.8	16
20	A comparison of behavioral and constructivist interventions for increasing math fact fluency in a second grade classroom. <i>Psychology in the Schools</i> , 2010, 47, 917-930.	1.8	22
21	Efficient class-wide remediation: Using technology to identify idiosyncratic math facts for additional automaticity drills.. <i>International Journal of Behavioral and Consultation Therapy</i> , 2010, 6, 111-123.	0.4	55
22	Developing math automaticity using a classwide fluency building procedure for middle school students: A preliminary study. <i>Psychology in the Schools</i> , 2009, 46, 526-538.	1.8	18
23	Evaluating and Comparing Interventions Designed to Enhance Math Fact Accuracy and Fluency: Cover, Copy, and Compare Versus Taped Problems. <i>Journal of Behavioral Education</i> , 2007, 16, 27-37.	1.3	75
24	Precision of Single-Skill Mathematics CBM: Group Versus Individual Administration. <i>Assessment for Effective Intervention</i> , 0, , 153450842110350.	0.8	1