

Christopher H Skinner

List of Publications by Year in descending order

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Version: 2024-02-01

27
papers

1,281
citations

623734

14
h-index

642732

23
g-index

27
all docs

27
docs citations

27
times ranked

229
citing authors

#	ARTICLE	IF	CITATIONS
1	Altering response topography to increase response efficiency and learning rates.. School Psychology Quarterly, 1997, 12, 54-64.	2.0	147
2	Increasing learning rates by increasing student response rates: A summary of research.. School Psychology Quarterly, 1996, 11, 313-325.	2.0	146
3	An Empirical Analysis of Interspersal Research. Journal of School Psychology, 2002, 40, 347-368.	2.9	124
4	A Comparison of Instructional Response Requirements on the Multiplication Performance of Behaviorally Disordered Students. Behavioral Disorders, 1991, 17, 56-65.	1.2	121
5	Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. Psychology in the Schools, 2005, 42, 389-403.	1.8	108
6	Getting remedial mathematics students to prefer homework with 20% and 40% more problems: An investigation of the strength of the interspersing procedure. Psychology in the Schools, 2000, 37, 339-347.	1.8	85
7	Issues Surrounding the Use of Self-Management Interventions for Increasing Academic Performance. School Psychology Review, 1992, 21, 202-210.	3.0	81
8	Evaluating and Comparing Interventions Designed to Enhance Math Fact Accuracy and Fluency: Cover, Copy, and Compare Versus Taped Problems. Journal of Behavioral Education, 2007, 16, 27-37.	1.3	75
9	EFFECTS OF EXPLICIT TIMING ON MATHEMATICS PROBLEM COMPLETION RATES IN AFRICAN-AMERICAN THIRD-GRADE ELEMENTARY STUDENTS. Journal of Applied Behavior Analysis, 1998, 31, 673-677.	2.7	70
10	Title is missing!. Journal of Behavioral Education, 1999, 9, 177-192.	1.3	64
11	The effects of explicit timing on mathematics performance in second-grade Caucasian and African American students.. School Psychology Quarterly, 1999, 14, 397-407.	2.0	64
12	Varying Problem Effort and Choice: Using the Interspersal Technique to Influence Choice Towards More Effortful Assignments. Journal of Behavioral Education, 2004, 13, 193-207.	1.3	59
13	Title is missing!. Journal of Behavioral Education, 2002, 11, 105-116.	1.3	58
14	Evaluating a computer flash-card sight-word recognition intervention with self-determined response intervals in elementary students with intellectual disability.. School Psychology Quarterly, 2017, 32, 367-378.	2.0	16
15	Extending research on the interspersal procedure to perceptions of continuous reading assignments: Applied and theoretical implications of a failure to replicate. Psychology in the Schools, 2001, 38, 391-400.	1.8	14
16	Title is missing!. Journal of Behavioral Education, 2000, 10, 95-106.	1.3	11
17	Evaluating Generalization of Addition-Fact Fluency Using the Taped-Problems Procedure in a Second-Grade Classroom. Journal of Behavioral Education, 2011, 20, 203-220.	1.3	11
18	Evaluating the Effects of a Writing Self-Efficacy Intervention on Writing Quantity in Middle School Students. Reading and Writing Quarterly, 2020, 36, 48-64.	1.4	10

#	ARTICLE	IF	CITATIONS
19	Using Tootling to Enhance First-Grade Students'™ Use of a Social Skill: Evaluating the Catching Compliments Game. <i>Education and Treatment of Children</i> , 2021, 44, 101-113.	0.9	4
20	Comparing Computer-Based Sight-Word Interventions in Students with Intellectual Disability: Self-Determined Versus Fixed Response Intervals. <i>Journal of Behavioral Education</i> , 2020, 29, 469-489.	1.3	3
21	Using a Tootling intervention to sequentially enhance and maintain at-risk elementary students'™ performance of multiple social skills.. <i>School Psychology</i> , 2022, 37, 248-258.	2.4	3
22	Alternating treatments designs: Interpretation challenges and design solutions for validating and comparing interventions. <i>Psychology in the Schools</i> , 2022, 59, 678-697.	1.8	3
23	The effects of explicit timing on middle-school students'™ writing production across 5 and 15 min sessions. <i>Psychology in the Schools</i> , 2019, 56, 1482-1492.	1.8	2
24	Effects of unfamiliar diverse names on elementary students'™ passage comprehension.. <i>School Psychology</i> , 2020, 35, 215-225.	2.4	1
25	Educational equity, academic standards, and countercontrol: Preventing academic deficits with supplemental interdependent rewards. <i>Psychology in the Schools</i> , 0, , .	1.8	1
26	Receiver Operating Characteristic Analysis of Oral Reading Fluency Predicting Broad Reading Scores. <i>Contemporary School Psychology</i> , 2019, 23, 245-257.	1.3	0
27	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