

# Jeff Sigafoos

## List of Publications by Year in descending order

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Version: 2024-02-01

293  
papers

8,545  
citations

44069

48  
h-index

76900

74  
g-index

301  
all docs

301  
docs citations

301  
times ranked

3722  
citing authors

#	ARTICLE	IF	CITATIONS
1	Internet survey of treatments used by parents of children with autism. <i>Research in Developmental Disabilities</i> , 2006, 27, 70-84.	2.2	461
2	Using iPods® and iPads® in teaching programs for individuals with developmental disabilities: A systematic review. <i>Research in Developmental Disabilities</i> , 2013, 34, 147-156.	2.2	457
3	A Review of Peer-Mediated Social Interaction Interventions for Students with Autism in Inclusive Settings. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 1070-1083.	2.7	209
4	Not all systematic reviews are created equal: Considerations for appraisal. <i>Evidence-Based Communication Assessment and Intervention</i> , 2007, 1, 138-150.	0.6	186
5	Sensory integration therapy for autism spectrum disorders: A systematic review. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 1004-1018.	1.5	183
6	PECS and VOCAs to enable students with developmental disabilities to make requests: An overview of the literature. <i>Research in Developmental Disabilities</i> , 2007, 28, 468-488.	2.2	120
7	Identifying Potential Communicative Acts in Children with Developmental and Physical Disabilities. <i>Communication Disorders Quarterly</i> , 2000, 21, 77-86.	0.8	116
8	Nursing the patient with severe communication impairment. <i>Journal of Advanced Nursing</i> , 2001, 35, 827-835.	3.3	116
9	Computer-Presented Video Prompting for Teaching Microwave Oven Use to Three Adults with Developmental Disabilities. <i>Journal of Behavioral Education</i> , 2005, 14, 189-201.	1.3	115
10	A further comparison of manual signing, picture exchange, and speech-generating devices as communication modes for children with autism spectrum disorders. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 1247-1257.	1.5	109
11	Teaching children with autism spectrum disorders to check the spelling of words. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 304-310.	1.5	99
12	Comparing Three Augmentative and Alternative Communication Modes for Children with Developmental Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2012, 24, 451-468.	1.6	98
13	Assessing preferences for AAC options in communication interventions for individuals with developmental disabilities: A review of the literature. <i>Research in Developmental Disabilities</i> , 2011, 32, 1422-1431.	2.2	97
14	Speech-generating devices versus manual signing for children with developmental disabilities. <i>Research in Developmental Disabilities</i> , 2012, 33, 1658-1669.	2.2	96
15	Behavioral Intervention Promotes Successful Use of an iPod-Based Communication Device by an Adolescent With Autism. <i>Clinical Case Studies</i> , 2010, 9, 328-338.	0.8	94
16	Teaching advanced operation of an iPod-based speech-generating device to two students with autism spectrum disorders. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 1258-1264.	1.5	93
17	Evaluation of a Video Prompting and Fading Procedure for Teaching Dish Washing Skills to Adults with Developmental Disabilities. <i>Journal of Behavioral Education</i> , 2007, 16, 93-109.	1.3	92
18	Use of computer-based interventions to improve literacy skills in students with autism spectrum disorders: A systematic review. <i>Research in Autism Spectrum Disorders</i> , 2011, 5, 1306-1318.	1.5	90

#	ARTICLE	IF	CITATIONS
19	Effects of Speech Output on Maintenance of Requesting and Frequency of Vocalizations in Three Children with Developmental Disabilities. AAC: Augmentative and Alternative Communication, 2003, 19, 37-47.	1.4	88
20	Functional Communication Training for the Treatment of Multiply Determined Challenging Behavior in Two Boys with Autism. Behavior Modification, 1996, 20, 60-84.	1.6	83
21	Changing the perspective on early development of Rett syndrome. Research in Developmental Disabilities, 2013, 34, 1236-1239.	2.2	83
22	Does Respite Care Reduce Parental Stress in Families with Developmentally Disabled Children?. Child and Youth Care Forum, 2001, 30, 253-263.	1.6	81
23	Highlighting the first 5 months of life: General movements in infants later diagnosed with autism spectrum disorder or Rett syndrome. Research in Autism Spectrum Disorders, 2014, 8, 286-291.	1.5	80
24	Conditional Use of Aided and Unaided AAC. Focus on Autism and Other Developmental Disabilities, 2001, 16, 152-161.	1.3	76
25	An overview of behavioral strategies for reducing hand-related stereotypies of persons with severe to profound intellectual and multiple disabilities: 1995â€“2007. Research in Developmental Disabilities, 2009, 30, 20-43.	2.2	75
26	Teaching two boys with autism spectrum disorders to request the continuation of toy play using an iPadÂ®-based speech-generating device. Research in Autism Spectrum Disorders, 2013, 7, 923-930.	1.5	75
27	Parent reported treatment priorities for children with autism spectrum disorders. Research in Autism Spectrum Disorders, 2011, 5, 135-143.	1.5	73
28	Selecting graphic symbols for an initial request lexicon: integrative review. AAC: Augmentative and Alternative Communication, 2002, 18, 102-123.	1.4	72
29	Pivotal Response Treatment for Children with Autism Spectrum Disorders: A Systematic Review. Review Journal of Autism and Developmental Disorders, 2014, 1, 34-61.	3.4	72
30	Teaching picture naming to two adolescents with autism spectrum disorders using systematic instruction and speech-generating devices. Research in Autism Spectrum Disorders, 2012, 6, 1224-1233.	1.5	70
31	A Comparison of Picture Exchange and Speech-Generating Devices: Acquisition, Preference, and Effects on Social Interaction. AAC: Augmentative and Alternative Communication, 2009, 25, 99-109.	1.4	69
32	Replacing prelinguistic behaviors with functional communication. Journal of Autism and Developmental Disorders, 2001, 31, 385-398.	2.7	68
33	Developing mand and tact repertoires in persons with severe developmental disabilities using graphic symbols. Research in Developmental Disabilities, 1989, 10, 183-200.	2.2	67
34	Comparing two types of augmentative and alternative communication systems for children with autism. Developmental Neurorehabilitation, 2006, 9, 389-395.	1.1	66
35	A Novel Way to Measure and Predict Development: A Heuristic Approach to Facilitate the Early Detection of Neurodevelopmental Disorders. Current Neurology and Neuroscience Reports, 2017, 17, 43.	4.2	66
36	Effects of synthetic speech output on requesting and natural speech production in children with autism: A preliminary study. Research in Autism Spectrum Disorders, 2007, 1, 139-163.	1.5	64

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37	Teaching Multi-Step Requesting and Social Communication to Two Children with Autism Spectrum Disorders with Three AAC Options. AAC: Augmentative and Alternative Communication, 2013, 29, 222-234.	1.4	64
38	Comparing acquisition of and preference for manual signs, picture exchange, and speech-generating devices in nine children with autism spectrum disorder. Developmental Neurorehabilitation, 2014, 17, 99-109.	1.1	63
39	Microswitch-Based Programs for Persons with Multiple Disabilities: An Overview of Some Recent Developments. Perceptual and Motor Skills, 2008, 106, 355-370.	1.3	62
40	Three children with autism spectrum disorder learn to perform a three-step communication sequence using an iPad-based speech-generating device. International Journal of Developmental Neuroscience, 2014, 39, 59-67.	1.6	61
41	Teaching Functional Use of an iPod-Based Speech-Generating Device to Individuals with Developmental Disabilities. Journal of Special Education Technology, 2011, 26, 1-11.	2.2	60
42	Communication intervention in Rett syndrome: A systematic review. Research in Autism Spectrum Disorders, 2009, 3, 304-318.	1.5	59
43	Enabling two persons with multiple disabilities to access environmental stimuli and ask for social contact through microswitches and a VOCA. Research in Developmental Disabilities, 2008, 29, 21-28.	2.2	57
44	Comparison of the predictive validity and consistency among preference assessment procedures: A review of the literature. Research in Developmental Disabilities, 2013, 34, 1125-1133.	2.2	57
45	Use of Computer-Based Interventions to Promote Daily Living Skills in Individuals with Intellectual Disabilities: A Systematic Review. Journal of Developmental and Physical Disabilities, 2012, 24, 197-215.	1.6	56
46	Chelation treatment for autism spectrum disorders: A systematic review. Research in Autism Spectrum Disorders, 2013, 7, 49-55.	1.5	55
47	Assistive Technology. Autism and Child Psychopathology Series, 2013, , .	0.2	54
48	Effectiveness of the Early Start Denver Model: a Systematic Review. Review Journal of Autism and Developmental Disorders, 2016, 3, 93-106.	3.4	52
49	Supporting self-determination in AAC interventions by assessing preference for communication devices. Technology and Disability, 2005, 17, 143-153.	0.6	50
50	Microswitch Technology for Enabling Self-Determined Responding in Children with Profound and Multiple Disabilities: A Systematic Review. AAC: Augmentative and Alternative Communication, 2015, 31, 246-258.	1.4	50
51	Teaching children with Rett syndrome to request preferred objects using aided communication: two preliminary studies. AAC: Augmentative and Alternative Communication, 1996, 12, 88-96.	1.4	49
52	Teacher Responses to the Communicative Attempts of Children With Autism. Journal of Developmental and Physical Disabilities, 2005, 17, 19-33.	1.6	48
53	Comparing communication systems for individuals with developmental disabilities: A review of single-case research studies. Research in Developmental Disabilities, 2013, 34, 4415-4432.	2.2	46
54	Persons With Moderate Alzheimer's Disease Improve Activities and Mood via Instruction Technology. American Journal of Alzheimer's Disease and Other Dementias, 2009, 24, 246-257.	1.9	45

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55	Teaching students with developmental disabilities to operate an iPod Touch® to listen to music. <i>Research in Developmental Disabilities</i> , 2011, 32, 2987-2992.	2.2	45
56	A computer-aided telephone system to enable five persons with Alzheimer's disease to make phone calls independently. <i>Research in Developmental Disabilities</i> , 2013, 34, 1991-1997.	2.2	45
57	Social competence and peer interactions of students with intellectual disability in an inclusive high school. <i>Journal of Intellectual and Developmental Disability</i> , 2001, 26, 127-141.	1.6	44
58	Video Prompting Versus Other Instruction Strategies for Persons With Alzheimer's Disease. <i>American Journal of Alzheimer's Disease and Other Dementias</i> , 2013, 28, 393-402.	1.9	44
59	Assessment of Potential Communicative Acts in Three Individuals with Rett Syndrome. <i>Journal of Developmental and Physical Disabilities</i> , 2000, 12, 203-216.	1.6	42
60	Teaching students with developmental disabilities to locate their AAC device. <i>Research in Developmental Disabilities</i> , 2004, 25, 371-383.	2.2	41
61	Promoting ambulation responses among children with multiple disabilities through walkers and microswitches with contingent stimuli. <i>Research in Developmental Disabilities</i> , 2010, 31, 811-816.	2.2	40
62	Communication assessment for individuals with Rett syndrome: A systematic review. <i>Research in Autism Spectrum Disorders</i> , 2011, 5, 692-700.	1.5	40
63	Technology-aided pictorial cues to support the performance of daily activities by persons with moderate Alzheimer's disease. <i>Research in Developmental Disabilities</i> , 2012, 33, 265-273.	2.2	40
64	The Match between Reinforcer Class and Response Class: Its Influence on Communication Intervention Strategies. <i>Research and Practice for Persons With Severe Disabilities</i> , 1986, 11, 131-135.	0.6	39
65	Form and Function of Communicative Behaviours in Individuals with Angelman Syndrome. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2009, 22, 526-537.	2.0	38
66	People with multiple disabilities learn to engage in occupation and work activities with the support of technology-aided programs. <i>Research in Developmental Disabilities</i> , 2014, 35, 1264-1271.	2.2	38
67	Comparing Acquisition, Generalization, Maintenance, and Preference Across Three AAC Options in Four Children with Autism Spectrum Disorder. <i>Journal of Developmental and Physical Disabilities</i> , 2015, 27, 323-339.	1.6	38
68	Evaluating parent use of functional communication training to replace and enhance prelinguistic behaviours in six children with developmental and physical disabilities. <i>Disability and Rehabilitation</i> , 2004, 26, 1241-1254.	1.8	37
69	Behavioral interventions for rumination and operant vomiting in individuals with intellectual disabilities: A systematic review. <i>Research in Developmental Disabilities</i> , 2011, 32, 2193-2205.	2.2	36
70	Creating opportunities for augmentative and alternative communication: strategies for involving people with developmental disabilities. <i>AAC: Augmentative and Alternative Communication</i> , 1999, 15, 183-190.	1.4	35
71	Title is missing!. <i>Child and Youth Care Forum</i> , 2000, 29, 27-37.	1.6	35
72	A Communication Training Programme for Residential Staff Working with Adults with Challenging Behaviour: Pilot Data on Intervention Effects. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2007, 20, 16-29.	2.0	35

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73	Comparing Acquisition of AAC-Based Mands in Three Young Children with Autism Spectrum Disorder Using iPad <sup>®</sup> Applications with Different Display and Design Elements. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 2464-2474.	2.7	35
74	Acquisition, Preference, and Follow-up Data on the Use of Three AAC Options by Four Boys with Developmental Disability/Delay. <i>Journal of Developmental and Physical Disabilities</i> , 2014, 26, 565-583.	1.6	35
75	Persons with moderate Alzheimer's disease use simple technology aids to manage daily activities and leisure occupation. <i>Research in Developmental Disabilities</i> , 2014, 35, 2117-2128.	2.2	35
76	Development of socio-communicative skills in 9- to 12-month-old individuals with fragile X syndrome. <i>Research in Developmental Disabilities</i> , 2014, 35, 597-602.	2.2	34
77	Systematic Review of Telehealth Interventions for the Treatment of Sleep Problems in Children and Adolescents. <i>Journal of Behavioral Education</i> , 2020, 29, 222-245.	1.3	34
78	Tutorial. <i>American Journal of Speech-Language Pathology</i> , 2004, 13, 31-42.	1.8	33
79	An Examination of Preference for Augmentative and Alternative Communication Devices with Two Boys with Significant Intellectual Disabilities. <i>AAC: Augmentative and Alternative Communication</i> , 2009, 25, 262-273.	1.4	32
80	Contributing to the early detection of Rett syndrome: The potential role of auditory Gestalt perception. <i>Research in Developmental Disabilities</i> , 2012, 33, 461-466.	2.2	32
81	Music Therapy for Individuals with Autism Spectrum Disorder: a Systematic Review. <i>Review Journal of Autism and Developmental Disorders</i> , 2015, 2, 39-54.	3.4	32
82	A tablet-based program to enable people with intellectual and other disabilities to access leisure activities and video calls. <i>Disability and Rehabilitation: Assistive Technology</i> , 2020, 15, 14-20.	2.2	32
83	Children with multiple disabilities and minimal motor behavior using chin movements to operate microswitches to obtain environmental stimulation. <i>Research in Developmental Disabilities</i> , 2006, 27, 290-298.	2.2	31
84	Comparisons of intervention components within augmentative and alternative communication systems for individuals with developmental disabilities: A review of the literature. <i>Research in Developmental Disabilities</i> , 2013, 34, 4404-4414.	2.2	31
85	Selecting augmentative communication devices for persons with severe disabilities: Some factors for educational teams to consider. <i>Journal of Intellectual &amp; Developmental Disability</i> , 1993, 18, 133-146.	0.3	30
86	Assessing correspondence following acquisition of an exchange-based communication system. <i>Research in Developmental Disabilities</i> , 2007, 28, 71-83.	2.2	29
87	Camera-based microswitch technology for eyelid and mouth responses of persons with profound multiple disabilities: Two case studies. <i>Research in Developmental Disabilities</i> , 2010, 31, 1509-1514.	2.2	29
88	Assessing Conditional Use of Graphic Mode Requesting in a Young Boy with Autism. <i>Journal of Developmental and Physical Disabilities</i> , 1998, 10, 133-151.	1.6	28
89	Microswitch Technology to Promote Adaptive Responses and Reduce Mouthing in Two Children with Multiple Disabilities. <i>Journal of Visual Impairment and Blindness</i> , 2007, 101, 628-636.	0.7	28
90	Technology-aided verbal instructions to help persons with mild or moderate Alzheimer's disease perform daily activities. <i>Research in Developmental Disabilities</i> , 2010, 31, 1240-1250.	2.2	28

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91	Training Direct-Care Staff to Provide Communication Intervention to Adults With Intellectual Disability: A Systematic Review. <i>American Journal of Speech-Language Pathology</i> , 2017, 26, 1279-1295.	1.8	28
92	Flashback to the 1960s: LSD in the treatment of autism. <i>Developmental Neurorehabilitation</i> , 2007, 10, 75-81.	1.1	27
93	Post-coma persons with motor and communication/consciousness impairments choose among environmental stimuli and request stimulus repetitions via assistive technology. <i>Research in Developmental Disabilities</i> , 2010, 31, 777-783.	2.2	27
94	Survey of AAC Needs for Adults with Intellectual Disability in New Zealand. <i>Journal of Developmental and Physical Disabilities</i> , 2014, 26, 115-122.	1.6	27
95	Augmentative and Alternative Communication for Individuals with Autism Spectrum Disorder and Intellectual Disability. <i>Current Developmental Disorders Reports</i> , 2014, 1, 51-57.	2.1	27
96	An iPad-Based Intervention for Teaching Picture and Word Matching to a Student with ASD and Severe Communication Impairment. <i>Journal of Developmental and Physical Disabilities</i> , 2015, 27, 67-78.	1.6	27
97	Increasing the vocalizations of individuals with autism during intervention with a speech-generating device. <i>Journal of Applied Behavior Analysis</i> , 2016, 49, 17-33.	2.7	27
98	Everyday Technology to Support Leisure and Daily Activities in People with Intellectual and Other Disabilities. <i>Developmental Neurorehabilitation</i> , 2020, 23, 431-438.	1.1	27
99	Teaching requesting and rejecting sequences to four children with developmental disabilities using augmentative and alternative communication. <i>Research in Developmental Disabilities</i> , 2010, 31, 560-567.	2.2	26
100	Profiling early socio-communicative development in five young girls with the preserved speech variant of Rett syndrome. <i>Research in Developmental Disabilities</i> , 2012, 33, 1749-1756.	2.2	26
101	An Upgraded Smartphone-Based Program for Leisure and Communication of People With Intellectual and Other Disabilities. <i>Frontiers in Public Health</i> , 2018, 6, 234.	2.7	26
102	Verifying Teacher Perceptions of the Potential Communicative Acts of Children with Autism. <i>Communication Disorders Quarterly</i> , 2002, 23, 131-140.	0.8	25
103	A Review of Intervention Studies on Teaching AAC to Individuals who are Deaf and Blind. <i>Journal of Developmental and Physical Disabilities</i> , 2008, 20, 71-99.	1.6	25
104	Teaching Two Students with Asperger Syndrome to Greet Adults Using Social Stories and Video Modeling. <i>Journal of Developmental and Physical Disabilities</i> , 2013, 25, 241-251.	1.6	25
105	Persons with multiple disabilities use orientation technology to find room entrances during indoor traveling. <i>Research in Developmental Disabilities</i> , 2010, 31, 1577-1584.	2.2	24
106	Assistive Technology for Behavioral Interventions for Persons with Severe/Profound Multiple Disabilities: A Selective Overview. <i>European Journal of Behavior Analysis</i> , 2011, 12, 7-26.	0.9	24
107	Early socio-communicative forms and functions in typical Rett syndrome. <i>Research in Developmental Disabilities</i> , 2013, 34, 3133-3138.	2.2	24
108	Using Smartphones to Help People with Intellectual and Sensory Disabilities Perform Daily Activities. <i>Frontiers in Public Health</i> , 2017, 5, 282.	2.7	24

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109	Orientation systems to support indoor travel by persons with multiple disabilities: Technical aspects and applicability issues. <i>Technology and Disability</i> , 2007, 19, 1-6.	0.6	23
110	Persons with multiple disabilities increase adaptive responding and control inadequate posture or behavior through programs based on microswitch-cluster technology. <i>Research in Developmental Disabilities</i> , 2013, 34, 3411-3420.	2.2	23
111	Supporting daily activities and indoor travel of persons with moderate Alzheimer's disease through standard technology resources. <i>Research in Developmental Disabilities</i> , 2013, 34, 2351-2359.	2.2	23
112	Acquisition, Preference and Follow-up Comparison Across Three AAC Modalities Taught to Two Children with Autism Spectrum Disorder. <i>International Journal of Disability Development and Education</i> , 2017, 64, 117-130.	1.1	23
113	Comparing explicit to generalized requesting in an augmentative communication mode. <i>Journal of Developmental and Physical Disabilities</i> , 1992, 4, 167-188.	1.6	22
114	Provision of leisure activities for the reduction of challenging behavior. <i>Behavioral Interventions</i> , 1994, 9, 43-53.	1.0	22
115	Enabling students with multiple disabilities to request and choose among environmental stimuli through microswitch and computer technology. <i>Research in Developmental Disabilities</i> , 2007, 28, 50-58.	2.2	22
116	Technology-based intervention programs to promote stimulation control and communication in post-coma persons with different levels of disability. <i>Frontiers in Human Neuroscience</i> , 2014, 8, 48.	2.0	22
117	Microswitch-aided Programs for a Woman with Rett Syndrome and a Boy with Extensive Neuro-motor and Intellectual Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2014, 26, 135-143.	1.6	22
118	A Meta-analysis of School-Based Social Interaction Interventions for Adolescents with Autism Spectrum Disorder. <i>Review Journal of Autism and Developmental Disorders</i> , 2017, 4, 277-293.	3.4	22
119	Addressing sequelae of developmental regression associated with developmental disabilities: A systematic review of behavioral and educational intervention studies. <i>Neuroscience and Biobehavioral Reviews</i> , 2019, 96, 56-71.	6.1	22
120	Teaching an Adolescent with Blindness and Severe Disabilities: A Correspondence between Requesting and Selecting Preferred Objects. <i>Research and Practice for Persons With Severe Disabilities</i> , 1989, 14, 75-80.	0.6	21
121	Effects of Social versus Musical Antecedents on Communication Responsiveness in Five Children with Developmental Disabilities. <i>Journal of Music Therapy</i> , 1998, 35, 88-104.	0.9	21
122	Peculiarities in the gestural repertoire: An early marker for Rett syndrome?. <i>Research in Developmental Disabilities</i> , 2012, 33, 1715-1721.	2.2	21
123	Promoting adaptive behavior in persons with acquired brain injury, extensive motor and communication disabilities, and consciousness disorders. <i>Research in Developmental Disabilities</i> , 2012, 33, 1964-1974.	2.2	20
124	An evaluation of speech production in two boys with neurodevelopmental disorders who received communication intervention with a speech-generating device. <i>International Journal of Developmental Neuroscience</i> , 2014, 38, 10-16.	1.6	20
125	Technology-Based Behavioral Interventions for Daily Activities and Supported Ambulation in People With Alzheimer's Disease. <i>American Journal of Alzheimer's Disease and Other Dementias</i> , 2018, 33, 318-326.	1.9	20
126	INFLUENCE OF ASSESSMENT SETTING ON THE RESULTS OF FUNCTIONAL ANALYSES OF PROBLEM BEHAVIOR. <i>Journal of Applied Behavior Analysis</i> , 2010, 43, 565-567.	2.7	19



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127	Preference-Enhanced Communication Intervention and Development of Social Communicative Functions in a Child With Autism Spectrum Disorder. <i>Clinical Case Studies</i> , 2014, 13, 282-295.	0.8	19
128	Access to Environmental Stimulation via Eyelid Responses for Persons with Acquired Brain Injury and Multiple Disabilities: A New Microswitch Arrangement. <i>Perceptual and Motor Skills</i> , 2012, 114, 353-362.	1.3	18
129	Assistive Technology for People with Autism Spectrum Disorders. <i>Autism and Child Psychopathology Series</i> , 2014, , 157-190.	0.2	18
130	Patients with moderate Alzheimer's disease engage in verbal reminiscence with the support of a computer-aided program: a pilot study. <i>Frontiers in Aging Neuroscience</i> , 2015, 7, 109.	3.4	18
131	Wrong-item format: a promising intervention for teaching socially appropriate forms of rejecting to children with developmental disabilities?. <i>AAC: Augmentative and Alternative Communication</i> , 1999, 15, 135-140.	1.4	17
132	Teaching "Yes" and "No" Responses to Children with Multiple Disabilities through a Program Including Microswitches Linked to a Vocal Output Device. <i>Perceptual and Motor Skills</i> , 2006, 102, 51-61.	1.3	17
133	Persons with Multiple Disabilities and Minimal Motor Behavior Using Small Forehead Movements and New Microswitch Technology to Control Environmental Stimuli. <i>Perceptual and Motor Skills</i> , 2007, 104, 870-878.	1.3	17
134	Helping a man with multiple disabilities increase object-contact responses and reduce hand stereotypy via a microswitch cluster program. <i>Journal of Intellectual and Developmental Disability</i> , 2008, 33, 349-353.	1.6	17
135	Enabling Persons with Acquired Brain Injury and Multiple Disabilities to Choose among Environmental Stimuli and Request their Repetition via a Technology-assisted Program. <i>Journal of Developmental and Physical Disabilities</i> , 2011, 23, 173-182.	1.6	17
136	Functional Analysis and Functional Communication Training in the Classroom for Three Children with Angelman Syndrome. <i>Journal of Developmental and Physical Disabilities</i> , 2013, 25, 49-63.	1.6	17
137	Technology to support positive occupational engagement and communication in persons with multiple disabilities. <i>International Journal on Disability and Human Development</i> , 2016, 15, .	0.2	17
138	Parents' initial concerns about the development of their children later diagnosed with fragile X syndrome. <i>Journal of Intellectual and Developmental Disability</i> , 2017, 42, 114-122.	1.6	17
139	Recent Technology-Aided Programs to Support Adaptive Responses, Functional Activities, and Leisure and Communication in People With Significant Disabilities. <i>Frontiers in Neurology</i> , 2019, 10, 643.	2.4	17
140	Effects of Varying Lengths of Synthetic Speech Output on Augmented Requesting and Natural Speech Production in an Adolescent with Klinefelter Syndrome. <i>AAC: Augmentative and Alternative Communication</i> , 2011, 27, 163-171.	1.4	16
141	Walker devices and microswitch technology to enhance assisted indoor ambulation by persons with multiple disabilities: Three single-case studies. <i>Research in Developmental Disabilities</i> , 2013, 34, 2191-2199.	2.2	16
142	Persons with multiple disabilities manage positive leisure and communication engagement through a technology-aided program. <i>International Journal of Developmental Disabilities</i> , 2017, 63, 148-157.	2.0	16
143	Teaching a Child With ASD to Approach Communication Partners and Use a Speech-Generating Device Across Settings: Clinic, School, and Home. <i>Canadian Journal of School Psychology</i> , 2017, 32, 228-243.	2.9	16
144	Response to name and its value for the early detection of developmental disorders: Insights from autism spectrum disorder, Rett syndrome, and fragile X syndrome. A perspectives paper. <i>Research in Developmental Disabilities</i> , 2018, 82, 95-108.	2.2	16

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145	Analysis of IEP goals and classroom activities for children with multiple disabilities. <i>European Journal of Special Needs Education</i> , 1993, 8, 99-105.	3.0	15
146	Tangible Symbols as an AAC Option for Individuals with Developmental Disabilities: A Systematic Review of Intervention Studies. <i>AAC: Augmentative and Alternative Communication</i> , 2014, 30, 28-39.	1.4	15
147	Promoting Functional Activity Engagement in People with Multiple Disabilities through the Use of Microswitch-Aided Programs. <i>Frontiers in Public Health</i> , 2017, 5, 205.	2.7	15
148	Supporting parents in the use of the early start Denver model as an intervention program for their young children with autism spectrum disorder. <i>International Journal of Developmental Disabilities</i> , 2021, 67, 23-36.	2.0	15
149	A verbal-instruction system to help persons with multiple disabilities perform complex food- and drink-preparation tasks independently. <i>Research in Developmental Disabilities</i> , 2011, 32, 2739-2747.	2.2	14
150	A Verbal-Instruction System to Help a Woman With Intellectual Disability and Blindness Manage Food- and Drink-Preparation Tasks. <i>Clinical Case Studies</i> , 2011, 10, 79-90.	0.8	14
151	Promoting physical activity in people with intellectual and multiple disabilities through a basic technology-aided program. <i>Journal of Intellectual Disabilities</i> , 2018, 22, 113-124.	1.4	14
152	Towards a consensus on developmental regression. <i>Neuroscience and Biobehavioral Reviews</i> , 2019, 107, 3-5.	6.1	14
153	Parent and Teacher Ratings of Challenging Behaviour in Young Children with Developmental Disabilities. <i>British Journal of Learning Disabilities</i> , 1997, 25, 13-17.	1.1	13
154	Persons with multiple disabilities use forehead and smile responses to access or choose among technology-aided stimulation events. <i>Research in Developmental Disabilities</i> , 2013, 34, 1749-1757.	2.2	13
155	Undergraduates'™ perceptions of three augmentative and alternative communication modes. <i>Developmental Neurorehabilitation</i> , 2015, 18, 22-25.	1.1	13
156	Using microswitch-aided programs for people with multiple disabilities to promote stimulation control and mild physical exercise. <i>Journal of Intellectual and Developmental Disability</i> , 2018, 43, 242-250.	1.6	13
157	Promoting supported ambulation in persons with advanced Alzheimer's™ disease: a pilot study. <i>Disability and Rehabilitation: Assistive Technology</i> , 2018, 13, 101-106.	2.2	13
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164	A smartphone-based technology package to support independent activity in people with intellectual disability and blindness. <i>Internet Technology Letters</i> , 2018, 1, e34.	1.9	12
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170	People with Multiple Disabilities Use Basic Reminding Technology to Engage in Daily Activities at the Appropriate Times. <i>Journal of Developmental and Physical Disabilities</i> , 2014, 26, 347-355.	1.6	11
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172	Supporting leisure and functional activity engagement in people with multiple disabilities via a technology-aided program. <i>Technology and Disability</i> , 2018, 29, 173-181.	0.6	11
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175	Teaching Preschoolers With Autism to Use Different Speech-Generating Device Display Formats During Play: Intervention and Secondary Factors. <i>Language, Speech, and Hearing Services in Schools</i> , 2020, 51, 821-838.	1.6	11
176	Are Speech-Generating Devices Viable AAC Options for Adults with Intellectual Disabilities?. , 0, , 161-176.		11
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179	A Technology-Aided Program to Support Basic Occupational Engagement and Mobility in Persons with Multiple Disabilities. <i>Frontiers in Public Health</i> , 2017, 5, 338.	2.7	10
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184	Teaching communication to learners with severe disabilities: Motivation, response competition, and generalisation. <i>Australasian Journal of Special Education</i> , 1999, 23, 47-63.	0.6	10
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191	Case series of technology-aided interventions to support leisure and communication in extensive disabilities. <i>International Journal of Developmental Disabilities</i> , 2020, 66, 180-189.	2.0	9
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193	Mothersâ€™ Perceptions of a Home-Based Training Program Based on the Early Start Denver Model. <i>Advances in Neurodevelopmental Disorders</i> , 2020, 4, 122-133.	1.1	9
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197	Cri-du-chat. <i>Developmental Neurorehabilitation</i> , 2009, 12, 119-121.	1.1	8
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207	A commentary on standards for single-case experimental studies. <i>International Journal of Developmental Disabilities</i> , 0, , 1-3.	2.0	8
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214	Comparing Tangible Symbols, Picture Exchange, and a Direct Selection Response for Enabling Two Boys with Developmental Disabilities to Access Preferred Stimuli. <i>Journal of Developmental and Physical Disabilities</i> , 2014, 26, 249.	1.6	6
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220	Supporting leisure and communication in people with visual and intellectual disabilities via a smartphone-based program. <i>British Journal of Visual Impairment</i> , 2017, 35, 257-263.	0.8	6
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228	The interdisciplinary quest for behavioral biomarkers pinpointing developmental disorders. <i>Developmental Neurorehabilitation</i> , 2016, 19, 1-2.	1.1	5
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