

# Jennifer R Ledford

## List of Publications by Year in descending order

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Version: 2024-02-01

79  
papers

2,143  
citations

331259

21  
h-index

344852

36  
g-index

81  
all docs

81  
docs citations

81  
times ranked

1217  
citing authors

#	ARTICLE	IF	CITATIONS
1	Systematic Review and Meta-Analysis of Stay-Play-Talk Interventions for Improving Social Behaviors of Young Children. <i>Journal of Positive Behavior Interventions</i> , 2023, 25, 65-77.	1.2	10
2	Teaching and Promoting Generalization of Peer Imitation With Preschoolers With Disabilities. <i>Journal of Early Intervention</i> , 2023, 45, 63-82.	1.1	1
3	Rethinking Rigor in Multiple Baseline and Multiple Probe Designs. <i>Remedial and Special Education</i> , 2023, 44, 154-167.	1.7	7
4	Systematic Review of Interventions Designed to Teach Imitation to Young Children With Disabilities. <i>Topics in Early Childhood Special Education</i> , 2022, 42, 202-214.	1.5	6
5	Reducing Escape without Escape Extinction: A Systematic Review and Meta-Analysis of Escape-Based Interventions. <i>Journal of Behavioral Education</i> , 2022, 31, 186-215.	0.9	10
6	Concurrence on Nonconcurrence in Multiple-Baseline Designs: A Commentary on Slocum et al. (2022). <i>Perspectives on Behavior Science</i> , 2022, 45, 661-666.	1.1	3
7	Constant Time Delay and System of Least Prompts: Efficiency and Child Preference. <i>Journal of Behavioral Education</i> , 2021, 30, 684-707.	0.9	8
8	A Systematic Review of Instructional Comparisons in Single-Case Research. <i>Remedial and Special Education</i> , 2021, 42, 155-168.	1.7	11
9	Augmentative and Alternative Communication and Speech Production for Individuals with ASD: A Systematic Review. <i>Journal of Autism and Developmental Disorders</i> , 2021, 51, 4199-4212.	1.7	13
10	A Systematic Review of Augmented Input Interventions and Exploratory Analysis of Moderators. <i>American Journal of Speech-Language Pathology</i> , 2021, 30, 1210-1223.	0.9	11
11	Hybrid Telepractice Delivery of Enhanced Milieu Teaching: Effects on Caregiver Implementation and Child Communication. <i>Journal of Speech, Language, and Hearing Research</i> , 2021, 64, 3074-3099.	0.7	9
12	Innovations in the Facilitation and Measurement of Engagement in EI/ECSE Research: Introduction to the Special Series. <i>Topics in Early Childhood Special Education</i> , 2021, 41, 176-177.	1.5	1
13	Social Stories and Visual Supports Interventions for Students at Risk for Emotional and Behavioral Disorders. <i>Behavioral Disorders</i> , 2020, 45, 207-223.	0.8	16
14	Response shaping to improve food acceptance for children with autism: Effects of small and large food sets. <i>Research in Developmental Disabilities</i> , 2020, 98, 103574.	1.2	8
15	Teaching Preschoolers With Down Syndrome Using Augmentative and Alternative Communication Modeling During Small Group Dialogic Reading. <i>American Journal of Speech-Language Pathology</i> , 2020, 29, 80-100.	0.9	21
16	Using Progressive Time Delay to Increase Levels of Peer Imitation During Play With Preschoolers With Disabilities. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2020, 125, 186-199.	0.8	5
17	Comparison of measurement systems for collecting teacher language data in early childhood settings. <i>Early Childhood Research Quarterly</i> , 2019, 49, 164-174.	1.6	2
18	Assessing the Differential Effects of Known and Mystery Rewards in a Preschool-Based Group Contingency. <i>Journal of Early Intervention</i> , 2019, 41, 256-275.	1.1	5

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19	Component Analysis of Stay, Play, Talk Interventions With and Without Self-Monitored Group Contingencies and Recorded Reminders. <i>Topics in Early Childhood Special Education</i> , 2019, 39, 5-18.	1.5	9
20	Functional Analysis and Treatment of Pica on a Preschool Playground. <i>Behavior Analysis in Practice</i> , 2019, 12, 176-181.	1.5	6
21	A Primer on Single-Case Research Designs: Contemporary Use and Analysis. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2019, 124, 35-56.	0.8	48
22	Implementing Stay-Play-Talk With Children Who Use AAC. <i>Topics in Early Childhood Special Education</i> , 2019, 38, 220-233.	1.5	9
23	Effects of Reinforcement on Peer Imitation in a Small Group Play Context. <i>Journal of Early Intervention</i> , 2018, 40, 69-86.	1.1	10
24	Partial-Interval Estimation of Count: Uncorrected and Poisson-Corrected Error Levels. <i>Journal of Early Intervention</i> , 2018, 40, 39-51.	1.1	16
25	Systematic Review of Problem Behavior Interventions: Outcomes, Demographics, and Settings. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 3261-3272.	1.7	23
26	Single-case synthesis tools I: Comparing tools to evaluate SCD quality and rigor. <i>Research in Developmental Disabilities</i> , 2018, 79, 19-32.	1.2	26
27	Single-case synthesis tools II: Comparing quantitative outcome measures. <i>Research in Developmental Disabilities</i> , 2018, 79, 65-76.	1.2	27
28	Antecedent Social Skills Interventions for Individuals With ASD: What Works, for Whom, and Under What Conditions?. <i>Focus on Autism and Other Developmental Disabilities</i> , 2018, 33, 3-13.	0.8	39
29	Systematic Use of Visual Analysis for Assessing Outcomes in Single Case Design Studies. <i>Brain Impairment</i> , 2018, 19, 4-17.	0.5	103
30	No Randomization? No Problem. <i>American Journal of Evaluation</i> , 2018, 39, 71-90.	0.6	23
31	Implementation and Intervention Practices to Facilitate Communication Skills for a Child With Complex Communication Needs. <i>Journal of Early Intervention</i> , 2018, 40, 138-157.	1.1	11
32	A systematic review of interventions for feeding-related behaviors for individuals with autism spectrum disorders. <i>Research in Autism Spectrum Disorders</i> , 2018, 52, 69-80.	0.8	41
33	Increasing the Engagement and Complexity of Block Play in Young Children. <i>Education and Treatment of Children</i> , 2018, 41, 169-196.	0.6	8
34	The Effects of Antecedent Exercise on Engagement During Large Group Activities for Young Children. <i>Remedial and Special Education</i> , 2018, 39, 158-170.	1.7	12
35	Research Approaches in Applied Settings. , 2018, , 1-26.		12
36	Multiple Baseline and Multiple Probe Designs. , 2018, , 239-281.		96

#	ARTICLE	IF	CITATIONS
37	Comparative Designs. , 2018, , 283-334.		43
38	Evaluating Quality and Rigor in Single Case Research. , 2018, , 365-392.		11
39	Synthesis and Meta-analysis of Single Case Research. , 2018, , 393-416.		18
40	Dependent Variables, Measurement, and Reliability. , 2018, , 97-131.		50
41	Independent Variables, Fidelity, and Social Validity. , 2018, , 133-156.		35
42	A Review of the Use of Group Contingencies in Preschool Settings. Topics in Early Childhood Special Education, 2017, 36, 230-241.	1.5	14
43	Beyond ASD: Evidence for the Effectiveness of Social Narratives. Journal of Early Intervention, 2017, 39, 199-217.	1.1	18
44	Using Visual Activity Schedules for Young Children With Challenging Behavior. Journal of Early Intervention, 2017, 39, 339-358.	1.1	27
45	Massed Trials Versus Trials Embedded Into Game Play: Child Outcomes and Preference. Topics in Early Childhood Special Education, 2017, 37, 107-120.	1.5	11
46	Coaching Paraprofessionals to Promote Engagement and Social Interactions During Small Group Activities. Journal of Behavioral Education, 2017, 26, 410-432.	0.9	14
47	Comparison of Probe Procedures in the Assessment of Chained Tasks. Psychological Record, 2017, 67, 547-557.	0.6	7
48	Increasing Social Behaviors in Young Children with Social-Communication Delays in a Group Arrangement in Preschool. Education and Treatment of Children, 2017, 40, 115-144.	0.6	6
49	Single-Case Experimental Design: Current Standards and Applications in Occupational Therapy. American Journal of Occupational Therapy, 2017, 71, 7102300010p1-7102300010p9.	0.1	27
50	A Brief Coaching Intervention for Teaching Naturalistic Strategies to Parents. Journal of Early Intervention, 2016, 38, 135-150.	1.1	18
51	Chaining Functional Basketball Sequences (with Embedded Conditional Discriminations) in an Adolescent with Autism. Behavior Analysis in Practice, 2016, 9, 199-210.	1.5	15
52	The Iterative Use of Single Case Research Designs to Advance the Science of EI/ECSE. Topics in Early Childhood Special Education, 2016, 36, 4-14.	1.5	29
53	Peer Modeling of Commenting During Small Group Direct Instruction for Academic Behaviors. Journal of Early Intervention, 2016, 38, 24-40.	1.1	10
54	What Equivocal Data From Single Case Comparison Studies Reveal About Evidence-Based Practices in Early Childhood Special Education. Journal of Early Intervention, 2016, 38, 79-91.	1.1	24

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55	Research for Young Children With Autism Spectrum Disorders. Topics in Early Childhood Special Education, 2016, 35, 223-233.	1.5	57
56	Initiation and Generalization of Self-Instructional Skills in Adolescents with Autism and Intellectual Disability. Journal of Autism and Developmental Disorders, 2016, 46, 1196-1209.	1.7	40
57	A Review of Interventions Designed to Increase Sharing Behaviors in Children with Social Delays or Deficits. Journal of Behavioral Education, 2016, 25, 69-94.	0.9	4
58	Identifying Issues and Concerns With the Use of Interval-Based Systems in Single Case Research Using a Pilot Simulation Study. Journal of Special Education, 2015, 49, 104-117.	1.2	28
59	Including Social Opportunities During Small Group Instruction of Preschool Children With Social-Communication Delays. Journal of Early Intervention, 2015, 37, 3-22.	1.1	19
60	Using Video Modeling, Prompting, and Behavior-Specific Praise to Increase Moderate-to-Vigorous Physical Activity for Young Children With Down Syndrome. Journal of Early Intervention, 2015, 37, 270-285.	1.1	10
61	Teaching Children with Autism in Small Groups with Students Who are At-Risk for Academic Problems: Effects on Academic and Social Behaviors. Journal of Autism and Developmental Disorders, 2015, 45, 1624-1635.	1.7	25
62	Measuring procedural fidelity in behavioural research. Neuropsychological Rehabilitation, 2014, 24, 332-348.	1.0	66
63	Using Interval-Based Systems to Measure Behavior in Early Childhood Special Education and Early Intervention. Topics in Early Childhood Special Education, 2014, 34, 83-93.	1.5	30
64	Multiple Baseline and Multiple Probe Designs. , 2014, , 251-296.		103
65	Controversial and Critical Issues in Single Case Research. , 2014, , 377-396.		25
66	Dependent Measures and Measurement Systems. , 2014, , 124-153.		53
67	Effects of Plotting a Second Observer's Data on A-B-A-B Graphs When Observer Disagreement is Present. Journal of Behavioral Education, 2013, 22, 312-324.	0.9	7
68	Peer Modeling of Academic and Social Behaviors during Small-Group Direct Instruction. Exceptional Children, 2013, 79, 439-458.	1.4	33
69	Procedural Fidelity. Journal of Early Intervention, 2013, 35, 173-193.	1.1	47
70	Using Response-prompting Procedures During Small-group Direct Instruction: Outcomes and Procedural Variations. American Journal on Intellectual and Developmental Disabilities, 2012, 117, 413-434.	0.8	52
71	The Effects of Graphing a Second Observer's Data on Judgments of Functional Relations in A-B-A-B Graphs. Journal of Behavioral Education, 2012, 21, 350-364.	0.9	8
72	Single-Case Experimental Methods. Journal of Early Intervention, 2011, 33, 103-109.	1.1	37

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73	Teaching Imitation to Young Children With Disabilities: A Review of the Literature. Topics in Early Childhood Special Education, 2011, 30, 245-255.	1.5	34
74	Observational and Incidental Learning by Children with Autism during Small Group Instruction. Journal of Autism and Developmental Disorders, 2008, 38, 86-103.	1.7	81
75	Feeding Problems in Children With Autism Spectrum Disorders. Focus on Autism and Other Developmental Disabilities, 2006, 21, 153-166.	0.8	299
76	A Systematic Review of Behavioral Interventions to Reduce Restricted or Repetitive Behavior of Individuals with Visual Impairment. Journal of Behavioral Education, 0, , 1.	0.9	1
77	Reciprocal Peer Coaching and Teaching Teams™ Use of Pyramid Model Practices. Journal of Early Intervention, 0, , 105381512199322.	1.1	7
78	Preventing Challenging Behavior Using Physical Activity With Young Children. Topics in Early Childhood Special Education, 0, , 027112142210809.	1.5	0
79	Preliminary Studies Demonstrate Promise for Teaching Adults with Complex Communication Needs to Use AAC <sup>1</sup> . Evidence-Based Communication Assessment and Intervention, 0, , 1-5.	0.6	0