

# Thomas F Mclaughlin

## List of Publications by Year in descending order

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Version: 2024-02-01

57  
papers

775  
citations

516710

16  
h-index

580821

25  
g-index

57  
all docs

57  
docs citations

57  
times ranked

315  
citing authors

#	ARTICLE	IF	CITATIONS
1	The Effects of Teach Your Child to Read in 100 Easy Lessons on the Acquisition and Generalization of Reading Skills with a Primary Student with ADHD/PI. <i>Child and Family Behavior Therapy</i> , 2008, 30, 61-68.	0.6	0
2	The Effects of a Direct Instruction Flashcard System on Multiplication Fact Mastery by Two High School Students with ADHD and ODD. <i>Child and Family Behavior Therapy</i> , 2008, 30, 51-59.	0.6	21
3	A Descriptive Evaluation of Long-Term Treatment Integrity. <i>Behavior Modification</i> , 2007, 31, 880-895.	1.6	31
4	The Effects of a Reinforcement Package for On-Task and Reading Behavior with At-Risk and Middle School Students with Disabilities. <i>Child and Family Behavior Therapy</i> , 2007, 29, 9-25.	0.6	12
5	The Effects of Fading, Modeling, Prompting, and Direct Instruction on Letter Legibility for Two Preschool Students with Physical and Developmental Delays. <i>Child and Family Behavior Therapy</i> , 2007, 29, 13-21.	0.6	16
6	Effects of Increased Response Effort and Reinforcer Delay on Choice and Aberrant Behavior. <i>Behavior Modification</i> , 2005, 29, 642-652.	1.6	10
7	Risky Firearms Behavior in Low-Income Families of Elementary School Children: The Impact of Poverty, Fear of Crime, and Crime Victimization on Keeping and Storing Firearms. <i>Journal of Family Violence</i> , 2004, 19, 175-184.	3.3	17
8	A comparison of teacher checklists used over 15 days and a one-day antecedent analysis to conduct a medication trial. <i>Psychology in the Schools</i> , 2004, 41, 235-240.	1.8	4
9	Using Prompt Training and Reinforcement to Reduce Transition Times in a Transitional Kindergarten Program for Students with Severe Behavior Disorders. <i>Child and Family Behavior Therapy</i> , 2004, 26, 17-24.	0.6	23
10	Use of Choice to Identify Behavioral Function Following an Inconclusive Brief Functional Analysis. <i>Journal of Positive Behavior Interventions</i> , 2003, 5, 112-121.	1.7	7
11	A Comparison of Forced-Choice Preference Assessment Procedures Using a Parent and Novel Therapist. <i>Journal of Positive Behavior Interventions</i> , 2002, 4, 178-183.	1.7	4
12	Using functional analysis procedures to monitor medication effects in an outpatient and school setting. <i>Psychology in the Schools</i> , 2002, 39, 73-76.	1.8	20
13	The Use of Precision Requests to Decrease Noncompliance in the Home and Neighborhood: A Case Study. <i>Child and Family Behavior Therapy</i> , 2001, 23, 41-50.	0.6	7
14	Modifying Children's Responses to Unsecured Firearms and Modifying the Keeping and Storage of Firearms in Families of Elementary School Children: A Possible Role for Child Behavior Therapy. <i>Child and Family Behavior Therapy</i> , 2000, 22, 21-31.	0.6	0
15	A Comparison of Copy, Cover, and Compare and a Traditional Spelling Intervention for an Adolescent with a Conduct Disorder. <i>Child and Family Behavior Therapy</i> , 2000, 22, 55-68.	0.6	18
16	The Impact of Poverty, Fear of Crime, and Crime Victimization on Keeping Firearms for Protection and Unsafe Gun-Storage Practices. <i>Urban Education</i> , 2000, 35, 496-510.	1.8	16
17	The Effects of Contingency Contracting to Improve the Mechanics of Written Language with a Middle School Student with Behavior Disorders. <i>Child and Family Behavior Therapy</i> , 1999, 21, 39-48.	0.6	14
18	Effects of the Add-A-Word Spelling Program on Test Accuracy, Grades, and Retention of Spelling Words with Fifth and Sixth Grade Regular Education Students. <i>Child and Family Behavior Therapy</i> , 1997, 19, 23-35.	0.6	12

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19	USE OF ASSISTED READING TO INCREASE CORRECT READING RATES AND DECREASE ERROR RATES OF STUDENTS WITH LEARNING DISABILITIES. <i>Journal of Applied Behavior Analysis</i> , 1996, 29, 255-257.	2.7	21
20	Working on Grade Point Average, test Accuracy, and Attendance of High School Students. <i>Psychological Reports</i> , 1996, 78, 41-42.	1.7	1
21	Effects of a Breakfast Program on On-Task Behaviors of Vocational High School Students. <i>Journal of Educational Research</i> , 1996, 90, 111-115.	1.6	13
22	Improving Academic Performance Through Self-Management: Cover, Copy, and Compare. <i>Intervention in School and Clinic</i> , 1996, 32, 113-118.	1.0	26
23	The Effects of Self-Recording and Contingent Computer Time on the Off-Task Behavior of an Adolescent with Emotional Disturbances. <i>Child and Family Behavior Therapy</i> , 1995, 17, 35-45.	0.6	10
24	Teaching Preschool Children with Disabilities Tutoring Skills. <i>Child and Family Behavior Therapy</i> , 1994, 16, 43-63.	0.6	11
25	Effects of Learner-Centered Laboratory Activities on Achievement and Students' Preferences in Two High School Biology Courses. <i>Perceptual and Motor Skills</i> , 1994, 78, 285-286.	1.3	1
26	Use of a Timeout Ribbon with and without Consequences as Procedures to Improve a Child's Compliance. <i>Perceptual and Motor Skills</i> , 1994, 79, 945-946.	1.3	4
27	An Evaluation of a Glasser Quality Classroom: No Effects on Achievement in Mathematics but on Attitude towards School. <i>Perceptual and Motor Skills</i> , 1994, 78, 478-478.	1.3	0
28	Improving Disadvantaged Families' Educational Skills: Changes in Children and Caregivers. <i>Psychological Reports</i> , 1994, 75, 701-702.	1.7	0
29	An Analysis and Evaluation of Educator Selected Data Collection Procedures in Actual School Settings. <i>Child and Family Behavior Therapy</i> , 1993, 15, 61-64.	0.6	3
30	Use of Contingency Contracting to Increase On-Task Behavior with Primary Students. <i>Psychological Reports</i> , 1993, 72, 905-906.	1.7	8
31	Use of Contingent Music to Increase Academic Performance of Middle-School Students. <i>Psychological Reports</i> , 1993, 72, 658-658.	1.7	4
32	Training Tutoring Skills with Preschool Children with Disabilities in a Classroom Setting. <i>Child and Family Behavior Therapy</i> , 1993, 15, 1-36.	0.6	20
33	Using Self-Recording of On-Task Behavior by a Preschool Child with Disabilities. <i>Perceptual and Motor Skills</i> , 1993, 77, 786-786.	1.3	4
34	Effects of Frequent Testing of Secondary Algebra Students. <i>Journal of Educational Research</i> , 1992, 85, 159-162.	1.6	16
35	Effects of Written Feedback in Reading on Behaviorally Disordered Students. <i>Journal of Educational Research</i> , 1992, 85, 312-316.	1.6	14
36	Comparison of Add-A-Word and Compu Spell Programs With Low-Achieving Students. <i>Journal of Educational Research</i> , 1992, 85, 362-369.	1.6	14

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37	The Effects of a Peer Tutoring Spelling Game on Academic Performance and Student Attitudes. <i>Child and Family Behavior Therapy</i> , 1991, 12, 1-10.	0.6	1
38	The effects of practicing words in sentences on generalization of spelling to written work with mildly mentally handicapped students. <i>Psychology in the Schools</i> , 1990, 27, 347-353.	1.8	1
39	Effects of a Group Response Cost Contingency Procedure on the Rate of Classroom Interruptions with Emotionally Disturbed Secondary Students. <i>Child and Family Behavior Therapy</i> , 1990, 12, 1-12.	0.6	19
40	The effects of the copy, cover, compare approach in increasing spelling accuracy with learning disabled students. <i>Contemporary Educational Psychology</i> , 1990, 15, 378-386.	2.9	34
41	Using Group Contingent Free Time to Increase Punctuality and Preparedness of High School Special Education Students. <i>Child and Family Behavior Therapy</i> , 1989, 11, 59-70.	0.6	2
42	A Comparison of Daily and Weekly Testing on Student Spelling Performance. <i>Journal of Educational Research</i> , 1987, 80, 373-376.	1.6	15
43	A comparison of self-recording and self-recording plus consequences for on-task and assignment completion. <i>Contemporary Educational Psychology</i> , 1984, 9, 185-192.	2.9	36
44	Effects of a Taped-Words Treatment Procedure on Learning Disabled Students' Sight-Word Oral Reading. <i>Learning Disability Quarterly</i> , 1984, 7, 49-54.	1.3	31
45	Effects of Free Time on Grammar Skills of Adolescent Handicapped Students. <i>Journal of Educational Research</i> , 1984, 77, 312-318.	1.6	11
46	Using Public Posting and Group Consequences to Manage Student Behavior during Supervision. <i>Journal of Educational Research</i> , 1982, 76, 29-34.	1.6	9
47	Effects of Same-Age Peer Tutoring on the Spelling Performance of a Mainstreamed Elementary LD Student. <i>Learning Disability Quarterly</i> , 1982, 5, 185-189.	1.3	8
48	The effects of individual and group contingencies on reading performance of special education students. <i>Contemporary Educational Psychology</i> , 1981, 6, 76-79.	2.9	14
49	A timer game: Effects for on-task behavior and generalization for academic behavior for an entire special education class. <i>Contemporary Educational Psychology</i> , 1979, 4, 172-174.	2.9	5
50	Effects of instructions for on-task behavior and academic behavior: Two case studies. <i>Contemporary Educational Psychology</i> , 1977, 2, 393-395.	2.9	7
51	Self-Control in the Classroom. <i>Review of Educational Research</i> , 1976, 46, 631-663.	7.5	64
52	Partial Component Analysis of an Inexpensive Token System across Two Classrooms. <i>Psychological Reports</i> , 1975, 37, 362-362.	1.7	2
53	Differential Effects of Token Reinforcement to Increase Class Participation in Constructing Questions over Science Films. <i>Psychological Reports</i> , 1975, 37, 306-306.	1.7	1
54	A Review of Applications of Group-Contingency Procedures Used in Behavior Modification in the Regular Classroom: Some Recommendations for School Personnel. <i>Psychological Reports</i> , 1974, 35, 1299-1303.	1.7	10

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55	The utilization of an individual contingency program to control assignment completion in a token classroom: A case study. <i>Psychology in the Schools</i> , 1974, 11, 191-194.	1.8	8
56	Reducing and measuring inappropriate verbalizations in a token classroom <sup>1</sup> . <i>Journal of Applied Behavior Analysis</i> , 1972, 5, 329-333.	2.7	32
57	Intrinsic reinforcers in a classroom token economy <sup>1</sup> . <i>Journal of Applied Behavior Analysis</i> , 1972, 5, 263-270.	2.7	63