Jeffrey H Tiger

List of Publications by Year
in descending order

49 papers	1,446 citations	361413 20 h-index	330143 37 g-index
51 all docs	51 docs citations	51 times ranked	623 citing authors

#	Article	IF	Citations
1	Functional Communication Training: A Review and Practical Guide. Behavior Analysis in Practice, 2008, 1, 16-23.	2.0	387
2	EVALUATION OF A CLASSWIDE TEACHING PROGRAM FOR DEVELOPING PRESCHOOL LIFE SKILLS. Journal of Applied Behavior Analysis, 2007, 40, 277-300.	2.7	101
3	AN EVALUATION OF THE VALUE OF CHOICE WITH PRESCHOOL CHILDREN. Journal of Applied Behavior Analysis, 2006, 39, 1-16.	2.7	91
4	DEVELOPING STIMULUS CONTROL OF PRESCHOOLER MANDS: AN ANALYSIS OF SCHEDULE-CORRELATED AND CONTINGENCY-SPECIFYING STIMULI. Journal of Applied Behavior Analysis, 2004, 37, 517-521.	2.7	64
5	A PRELIMINARY EVALUATION OF THE EMERGENCE OF NOVEL MAND FORMS. Journal of Applied Behavior Analysis, 2007, 40, 137-156.	2.7	46
6	TEACHING EARLY BRAILLE LITERACY SKILLS WITHIN A STIMULUS EQUIVALENCE PARADIGM TO CHILDREN WITH DEGENERATIVE VISUAL IMPAIRMENTS. Journal of Applied Behavior Analysis, 2010, 43, 181-194.	2.7	45
7	THE EFFECTIVENESS OF AND PRESCHOOLERS' PREFERENCES FOR VARIATIONS OF MULTIPLEâ€SCHEDULE ARRANGEMENTS. Journal of Applied Behavior Analysis, 2006, 39, 475-488.	2.7	43
8	Progressing from initially ambiguous functional analyses: Three case examples. Research in Developmental Disabilities, 2009, 30, 910-926.	2.2	39
9	Using behavioral skills training to teach parents to implement three-step prompting: A component analysis and generalization assessment. Learning and Motivation, 2017, 57, 1-14.	1.2	37
10	AN ASSESSMENT OF THE EFFICIENCY OF AND CHILD PREFERENCE FOR FORWARD AND BACKWARD CHAINING. Journal of Applied Behavior Analysis, 2011, 44, 793-805.	2.7	36
11	REDUCING COVERT SELFâ€INJURIOUS BEHAVIOR MAINTAINED BY AUTOMATIC REINFORCEMENT THROUGH A VARIABLE MOMENTARY DRO PROCEDURE. Journal of Applied Behavior Analysis, 2012, 45, 179-184.	2.7	33
12	DEVELOPING STIMULUS CONTROL OF YOUNG CHILDREN'S REQUESTS TO TEACHERS: CLASSWIDE APPLICATIONS OF MULTIPLE SCHEDULES. Journal of Applied Behavior Analysis, 2008, 41, 299-303.	2.7	30
13	INFLUENCING PRESCHOOLERS' FREEâ€PLAY ACTIVITY PREFERENCES: AN EVALUATION OF SATIATION AND EMBEDDED REINFORCEMENT. Journal of Applied Behavior Analysis, 2009, 42, 33-41.	2.7	30
14	USING REINFORCER PAIRING AND FADING TO INCREASE THE MILK CONSUMPTION OF A PRESCHOOL CHILD. Journal of Applied Behavior Analysis, 2006, 39, 399-403.	2.7	28
15	A METHOD FOR DESCRIBING PRESCHOOLERS' ACTIVITY PREFERENCES. Journal of Applied Behavior Analysis, 2007, 40, 603-618.	2.7	28
16	Providing alternative reinforcers to facilitate tolerance to delayed reinforcement following functional communication training. Journal of Applied Behavior Analysis, 2015, 48, 663-668.	2.7	27
17	A DESCRIPTIVE ASSESSMENT OF INSTRUCTION-BASED INTERACTIONS IN THE PRESCHOOL CLASSROOM. Journal of Applied Behavior Analysis, 2006, 39, 79-90.	2.7	26
18	AN EVALUATION OF THE VALUE OF CHOICEâ€MAKING OPPORTUNITIES IN SINGLEâ€OPERANT ARRANGEMENTS: SIMPLE FIXEDâ€•AND PROGRESSIVEâ€RATIO SCHEDULES. Journal of Applied Behavior Analysis, 2010, 43, 519-524.	2.7	26

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19	DETERMINING INDIVIDUAL PRESCHOOLERS' PREFERENCES IN A GROUP ARRANGEMENT. Journal of Applied Behavior Analysis, 2008, 41, 25-37.	2.7	24
20	On the validity of data produced by isolated and synthesized contingencies during the functional analysis of problem behavior. Journal of Applied Behavior Analysis, 2021, 54, 853-876.	2.7	23
21	AN EXAMPLE OF DISCOVERY RESEARCH INVOLVING THE TRANSFER OF STIMULUS CONTROL. Journal of Applied Behavior Analysis, 2005, 38, 499-509.	2.7	20
22	An Approach to Identifying the Conditions Under Which Response Interruption Will Reduce Automatically Reinforced Problem Behavior. Behavior Analysis in Practice, 2011, 4, 17-26.	2.0	19
23	A COMPARISON OF GENERAL AND SPECIFIC INSTRUCTIONS TO PROMOTE TASK ENGAGEMENT AND COMPLETION BY A YOUNG MAN WITH ASPERGER SYNDROME. Journal of Applied Behavior Analysis, 2008, 41, 113-116.	2.7	18
24	ON THE REPRESENTATIVENESS OF BEHAVIOR OBSERVATION SAMPLES IN CLASSROOMS. Journal of Applied Behavior Analysis, 2013, 46, 424-435.	2.7	18
25	TREATING EXCESSIVELY SLOW RESPONDING OF A YOUNG MAN WITH ASPERGER SYNDROME USING DIFFERENTIAL REINFORCEMENT OF SHORT RESPONSE LATENCIES. Journal of Applied Behavior Analysis, 2007, 40, 559-563.	2.7	16
26	A PRACTICAL VARIATION OF A MULTIPLEâ€SCHEDULE PROCEDURE: BRIEF SCHEDULEâ€CORRELATED STIMULI. Journal of Applied Behavior Analysis, 2008, 41, 125-130.	2.7	15
27	DIRECT AND DISTAL EFFECTS OF NONCONTINGENT JUICE ON RUMINATION EXHIBITED BY A CHILD WITH AUTISM. Journal of Applied Behavior Analysis, 2011, 44, 955-959.	2.7	15
28	A COMPUTERâ€BASED PROGRAM TO TEACH BRAILLE READING TO SIGHTED INDIVIDUALS. Journal of Applied Behavior Analysis, 2012, 45, 315-327.	2.7	15
29	<scp>DRA</scp> contingencies promote improved tolerance to delayed reinforcement during <scp>FCT</scp> compared to <scp>DRO</scp> and fixedâ€time schedules. Journal of Applied Behavior Analysis, 2020, 53, 1579-1592.	2.7	15
30	USING A BLOCKEDâ€TRIALS PROCEDURE TO TEACH IDENTITY MATCHING TO A CHILD WITH AUTISM. Journal of Applied Behavior Analysis, 2012, 45, 619-624.	2.7	14
31	Developing and demonstrating inhibitory stimulus control over repetitive behavior. Behavioral Interventions, 2017, 32, 160-174.	1.0	14
32	A comparison of accumulated and distributed reinforcement periods with children exhibiting escapeâ€maintained problem behavior. Journal of Applied Behavior Analysis, 2020, 53, 782-795.	2.7	13
33	DETERMINING PRESCHOOLERS' PREFERENCES FOR CHOICEâ€MAKING OPPORTUNITIES: CHOICE OF TASK VERSUS CHOICE OF CONSEQUENCE. Journal of Applied Behavior Analysis, 2010, 43, 503-507.	2.7	11
34	Comparing Acquisition of Exchange-Based and Signed Mands With Children With Autism. The Analysis of Verbal Behavior, 2013, 29, 59-69.	0.2	8
35	Teaching braille letters, numerals, punctuation, and contractions to sighted individuals. Journal of Applied Behavior Analysis, 2015, 48, 466-471.	2.7	8
36	TEACHING COIN DISCRIMINATION TO CHILDREN WITH VISUAL IMPAIRMENTS. Journal of Applied Behavior Analysis, 2012, 45, 167-172.	2.7	7

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37	ON THE EFFICACY OF A COMPUTER-BASED PROGRAM TO TEACH VISUAL BRAILLE READING. Journal of Applied Behavior Analysis, 2013, 46, 436-443.	2.7	6
38	Teaching discriminated social approaches to individuals with Angelman syndrome. Journal of Applied Behavior Analysis, 2015, 48, 734-748.	2.7	6
39	Teaching identity matching of braille characters to beginning braille readers. Journal of Applied Behavior Analysis, 2017, 50, 278-289.	2.7	6
40	Providing noncontingent, alternative, functional reinforcers during delays following functional communication training. Journal of Applied Behavior Analysis, 2020, 53, 2319-2329.	2.7	6
41	Rituals and Stereotypies. , 2009, , 145-155.		6
42	Acquisition and generative responding following printâ€toâ€braille construction response training with sighted learners. Journal of Applied Behavior Analysis, 2019, 52, 286-298.	2.7	5
43	Shifting preferences for choiceâ€making opportunities through histories of differential reinforcer quality. Journal of Applied Behavior Analysis, 2019, 52, 227-239.	2.7	5
44	Teaching braille line tracking using stimulus fading. Journal of Applied Behavior Analysis, 2014, 47, 612-616.	2.7	4
45	Assessing generative braille responding following training in a matching-to-sample format. Journal of Applied Behavior Analysis, 2016, 49, 751-767.	2.7	3
46	Comparing pairedâ€stimulus and multipleâ€stimulus concurrentâ€chains preference assessments: Consistency, correspondence, and efficiency. Journal of Applied Behavior Analysis, 2021, 54, 1488-1502.	2.7	3
47	Translational and Applied Choice Research. Autism and Child Psychopathology Series, 2015, , 193-208.	0.2	2
48	Immediate and distal effects of supplemental food and fluid delivery on rumination. Learning and Motivation, 2018, 62, 112-118.	1.2	2
49	Shifting Preferences for Choice-Making Opportunities through Histories of Differential Reinforcer Immediacy. Psychological Record, 2022, 72, 25-31.	0.9	1