

Jeffrey H Tiger

List of Publications by Year in descending order

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Version: 2024-02-01

49
papers

1,446
citations

361413

20
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330143

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docs citations

51
times ranked

623
citing authors

#	ARTICLE	IF	CITATIONS
1	Shifting Preferences for Choice-Making Opportunities through Histories of Differential Reinforcer Immediacy. <i>Psychological Record</i> , 2022, 72, 25-31.	0.9	1
2	On the validity of data produced by isolated and synthesized contingencies during the functional analysis of problem behavior. <i>Journal of Applied Behavior Analysis</i> , 2021, 54, 853-876.	2.7	23
3	Comparing paired-stimulus and multiple-stimulus concurrent-chains preference assessments: Consistency, correspondence, and efficiency. <i>Journal of Applied Behavior Analysis</i> , 2021, 54, 1488-1502.	2.7	3
4	A comparison of accumulated and distributed reinforcement periods with children exhibiting escape-maintained problem behavior. <i>Journal of Applied Behavior Analysis</i> , 2020, 53, 782-795.	2.7	13
5	Providing noncontingent, alternative, functional reinforcers during delays following functional communication training. <i>Journal of Applied Behavior Analysis</i> , 2020, 53, 2319-2329.	2.7	6
6	<scp>DRA</scp> contingencies promote improved tolerance to delayed reinforcement during <scp>FCT</scp> compared to <scp>DRO</scp> and fixed-time schedules. <i>Journal of Applied Behavior Analysis</i> , 2020, 53, 1579-1592.	2.7	15
7	Acquisition and generative responding following print-to-braille construction response training with sighted learners. <i>Journal of Applied Behavior Analysis</i> , 2019, 52, 286-298.	2.7	5
8	Shifting preferences for choice-making opportunities through histories of differential reinforcer quality. <i>Journal of Applied Behavior Analysis</i> , 2019, 52, 227-239.	2.7	5
9	Immediate and distal effects of supplemental food and fluid delivery on rumination. <i>Learning and Motivation</i> , 2018, 62, 112-118.	1.2	2
10	Developing and demonstrating inhibitory stimulus control over repetitive behavior. <i>Behavioral Interventions</i> , 2017, 32, 160-174.	1.0	14
11	Teaching identity matching of braille characters to beginning braille readers. <i>Journal of Applied Behavior Analysis</i> , 2017, 50, 278-289.	2.7	6
12	Using behavioral skills training to teach parents to implement three-step prompting: A component analysis and generalization assessment. <i>Learning and Motivation</i> , 2017, 57, 1-14.	1.2	37
13	Assessing generative braille responding following training in a matching-to-sample format. <i>Journal of Applied Behavior Analysis</i> , 2016, 49, 751-767.	2.7	3
14	Providing alternative reinforcers to facilitate tolerance to delayed reinforcement following functional communication training. <i>Journal of Applied Behavior Analysis</i> , 2015, 48, 663-668.	2.7	27
15	Teaching braille letters, numerals, punctuation, and contractions to sighted individuals. <i>Journal of Applied Behavior Analysis</i> , 2015, 48, 466-471.	2.7	8
16	Teaching discriminated social approaches to individuals with Angelman syndrome. <i>Journal of Applied Behavior Analysis</i> , 2015, 48, 734-748.	2.7	6
17	Translational and Applied Choice Research. <i>Autism and Child Psychopathology Series</i> , 2015, , 193-208.	0.2	2
18	Teaching braille line tracking using stimulus fading. <i>Journal of Applied Behavior Analysis</i> , 2014, 47, 612-616.	2.7	4

#	ARTICLE	IF	CITATIONS
19	ON THE EFFICACY OF A COMPUTER-BASED PROGRAM TO TEACH VISUAL BRAILLE READING. <i>Journal of Applied Behavior Analysis</i> , 2013, 46, 436-443.	2.7	6
20	ON THE REPRESENTATIVENESS OF BEHAVIOR OBSERVATION SAMPLES IN CLASSROOMS. <i>Journal of Applied Behavior Analysis</i> , 2013, 46, 424-435.	2.7	18
21	Comparing Acquisition of Exchange-Based and Signed Mands With Children With Autism. <i>The Analysis of Verbal Behavior</i> , 2013, 29, 59-69.	0.2	8
22	USING A BLOCKED TRIALS PROCEDURE TO TEACH IDENTITY MATCHING TO A CHILD WITH AUTISM. <i>Journal of Applied Behavior Analysis</i> , 2012, 45, 619-624.	2.7	14
23	REDUCING COVERT SELF-INJURIOUS BEHAVIOR MAINTAINED BY AUTOMATIC REINFORCEMENT THROUGH A VARIABLE MOMENTARY DRO PROCEDURE. <i>Journal of Applied Behavior Analysis</i> , 2012, 45, 179-184.	2.7	33
24	TEACHING COIN DISCRIMINATION TO CHILDREN WITH VISUAL IMPAIRMENTS. <i>Journal of Applied Behavior Analysis</i> , 2012, 45, 167-172.	2.7	7
25	A COMPUTER-BASED PROGRAM TO TEACH BRAILLE READING TO SIGHTED INDIVIDUALS. <i>Journal of Applied Behavior Analysis</i> , 2012, 45, 315-327.	2.7	15
26	DIRECT AND DISTAL EFFECTS OF NONCONTINGENT JUICE ON RUMINATION EXHIBITED BY A CHILD WITH AUTISM. <i>Journal of Applied Behavior Analysis</i> , 2011, 44, 955-959.	2.7	15
27	An Approach to Identifying the Conditions Under Which Response Interruption Will Reduce Automatically Reinforced Problem Behavior. <i>Behavior Analysis in Practice</i> , 2011, 4, 17-26.	2.0	19
28	AN ASSESSMENT OF THE EFFICIENCY OF AND CHILD PREFERENCE FOR FORWARD AND BACKWARD CHAINING. <i>Journal of Applied Behavior Analysis</i> , 2011, 44, 793-805.	2.7	36
29	DETERMINING PRESCHOOLERS' PREFERENCES FOR CHOICE-MAKING OPPORTUNITIES: CHOICE OF TASK VERSUS CHOICE OF CONSEQUENCE. <i>Journal of Applied Behavior Analysis</i> , 2010, 43, 503-507.	2.7	11
30	TEACHING EARLY BRAILLE LITERACY SKILLS WITHIN A STIMULUS EQUIVALENCE PARADIGM TO CHILDREN WITH DEGENERATIVE VISUAL IMPAIRMENTS. <i>Journal of Applied Behavior Analysis</i> , 2010, 43, 181-194.	2.7	45
31	AN EVALUATION OF THE VALUE OF CHOICE-MAKING OPPORTUNITIES IN SINGLE-OPERANT ARRANGEMENTS: SIMPLE FIXED- AND PROGRESSIVE-RATIO SCHEDULES. <i>Journal of Applied Behavior Analysis</i> , 2010, 43, 519-524.	2.7	26
32	INFLUENCING PRESCHOOLERS' FREE-PLAY ACTIVITY PREFERENCES: AN EVALUATION OF SATIATION AND EMBEDDED REINFORCEMENT. <i>Journal of Applied Behavior Analysis</i> , 2009, 42, 33-41.	2.7	30
33	Progressing from initially ambiguous functional analyses: Three case examples. <i>Research in Developmental Disabilities</i> , 2009, 30, 910-926.	2.2	39
34	Rituals and Stereotypies. , 2009, , 145-155.		6
35	A PRACTICAL VARIATION OF A MULTIPLE-SCHEDULE PROCEDURE: BRIEF SCHEDULE-CORRELATED STIMULI. <i>Journal of Applied Behavior Analysis</i> , 2008, 41, 125-130.	2.7	15
36	A COMPARISON OF GENERAL AND SPECIFIC INSTRUCTIONS TO PROMOTE TASK ENGAGEMENT AND COMPLETION BY A YOUNG MAN WITH ASPERGER SYNDROME. <i>Journal of Applied Behavior Analysis</i> , 2008, 41, 113-116.	2.7	18

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37	DEVELOPING STIMULUS CONTROL OF YOUNG CHILDREN'S REQUESTS TO TEACHERS: CLASSWIDE APPLICATIONS OF MULTIPLE SCHEDULES. <i>Journal of Applied Behavior Analysis</i> , 2008, 41, 299-303.	2.7	30
38	DETERMINING INDIVIDUAL PRESCHOOLERS' PREFERENCES IN A GROUP ARRANGEMENT. <i>Journal of Applied Behavior Analysis</i> , 2008, 41, 25-37.	2.7	24
39	Functional Communication Training: A Review and Practical Guide. <i>Behavior Analysis in Practice</i> , 2008, 1, 16-23.	2.0	387
40	EVALUATION OF A CLASSWIDE TEACHING PROGRAM FOR DEVELOPING PRESCHOOL LIFE SKILLS. <i>Journal of Applied Behavior Analysis</i> , 2007, 40, 277-300.	2.7	101
41	TREATING EXCESSIVELY SLOW RESPONDING OF A YOUNG MAN WITH ASPERGER SYNDROME USING DIFFERENTIAL REINFORCEMENT OF SHORT RESPONSE LATENCIES. <i>Journal of Applied Behavior Analysis</i> , 2007, 40, 559-563.	2.7	16
42	A PRELIMINARY EVALUATION OF THE EMERGENCE OF NOVEL MAND FORMS. <i>Journal of Applied Behavior Analysis</i> , 2007, 40, 137-156.	2.7	46
43	A METHOD FOR DESCRIBING PRESCHOOLERS' ACTIVITY PREFERENCES. <i>Journal of Applied Behavior Analysis</i> , 2007, 40, 603-618.	2.7	28
44	THE EFFECTIVENESS OF AND PRESCHOOLERS' PREFERENCES FOR VARIATIONS OF MULTIPLE SCHEDULE ARRANGEMENTS. <i>Journal of Applied Behavior Analysis</i> , 2006, 39, 475-488.	2.7	43
45	A DESCRIPTIVE ASSESSMENT OF INSTRUCTION-BASED INTERACTIONS IN THE PRESCHOOL CLASSROOM. <i>Journal of Applied Behavior Analysis</i> , 2006, 39, 79-90.	2.7	26
46	AN EVALUATION OF THE VALUE OF CHOICE WITH PRESCHOOL CHILDREN. <i>Journal of Applied Behavior Analysis</i> , 2006, 39, 1-16.	2.7	91
47	USING REINFORCER PAIRING AND FADING TO INCREASE THE MILK CONSUMPTION OF A PRESCHOOL CHILD. <i>Journal of Applied Behavior Analysis</i> , 2006, 39, 399-403.	2.7	28
48	AN EXAMPLE OF DISCOVERY RESEARCH INVOLVING THE TRANSFER OF STIMULUS CONTROL. <i>Journal of Applied Behavior Analysis</i> , 2005, 38, 499-509.	2.7	20
49	DEVELOPING STIMULUS CONTROL OF PRESCHOOLER MANDS: AN ANALYSIS OF SCHEDULE-CORRELATED AND CONTINGENCY-SPECIFYING STIMULI. <i>Journal of Applied Behavior Analysis</i> , 2004, 37, 517-521.	2.7	64