

Giacomo Vivanti

List of Publications by Year in descending order

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Version: 2024-02-01

85
papers

2,932
citations

201674

27
h-index

197818

49
g-index

87
all docs

87
docs citations

87
times ranked

2663
citing authors

#	ARTICLE	IF	CITATIONS
1	Does Treatment Fidelity of the Early Start Denver Model Impact Skill Acquisition in Young Children with Autism?. Journal of Autism and Developmental Disorders, 2023, 53, 1618-1628.	2.7	12
2	The utility of LENA as an indicator of developmental outcomes for young children with autism. International Journal of Language and Communication Disorders, 2022, 57, 103-111.	1.5	5
3	Experiences and Attitudes on Early Identification Practices of Autism: A Preliminary Survey of Pediatric Professionals in Ecuador. Children, 2022, 9, 123.	1.5	4
4	Applying a public health approach to autism research: A framework for action. Autism Research, 2022, 15, 592-601.	3.8	6
5	Kasari et al.: The JASPER Model for Children with Autism: Promoting Joint Attention, Symbolic Play, Engagement, and Regulation. Guilford Publications. Journal of Autism and Developmental Disorders, 2022, , 1.	2.7	1
6	Can the Early Start Denver Model Be Considered ABA Practice?. Behavior Analysis in Practice, 2021, 14, 230-239.	2.0	20
7	Functional play in young children with autism and Williams syndrome: A cross-syndrome comparison. Child Neuropsychology, 2021, 27, 125-149.	1.3	11
8	Group-Based Early Start Denver Model (G-ESDM). , 2021, , 2283-2287.		0
9	Social-communicative gestures at baseline predict verbal and nonverbal gains for children with autism receiving the Early Start Denver Model. Autism, 2021, 25, 1640-1652.	4.1	11
10	Connecting the Dots: a cluster-randomized clinical trial integrating standardized autism spectrum disorders screening, high-quality treatment, and long-term outcomes. Trials, 2021, 22, 319.	1.6	11
11	The prevalence and incidence of early-onset dementia among adults with autism spectrum disorder. Autism Research, 2021, 14, 2189-2199.	3.8	38
12	Editorial S.I: Early Identification in Autism Spectrum Disorders: The Present and Future, and Advances in Early Identification. Journal of Autism and Developmental Disorders, 2021, 51, 763-768.	2.7	5
13	Theories of Autism and Autism Treatment from the DSM III Through the Present and Beyond: Impact on Research and Practice. Journal of Autism and Developmental Disorders, 2021, 51, 4309-4320.	2.7	19
14	Intensive behavioural interventions based on applied behaviour analysis for young children with autism: An international collaborative individual participant data meta-analysis. Autism, 2021, 25, 1137-1153.	4.1	19
15	Enhancement of Social Communication Behaviors in Young Children With Autism Affects Maternal Stress. Frontiers in Psychiatry, 2021, 12, 797148.	2.6	1
16	Predictors of Expressive Language Change for Children with Autism Spectrum Disorder Receiving AAC-Infused Comprehensive Intervention. Journal of Autism and Developmental Disorders, 2020, 50, 278-291.	2.7	9
17	Ask the Editor: What is the Most Appropriate Way to Talk About Individuals with a Diagnosis of Autism?. Journal of Autism and Developmental Disorders, 2020, 50, 691-693.	2.7	127
18	Integrating the Early Start Denver Model into Israeli community autism spectrum disorder preschools: Effectiveness and treatment response predictors. Autism, 2020, 24, 2081-2093.	4.1	20

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19	Interventions for anxiety in mainstream school-aged children with autism spectrum disorder: A systematic review. <i>Campbell Systematic Reviews</i> , 2020, 16, e1086.	3.0	10
20	Naturalistic Developmental Behavioral Interventions for Children with Autism. <i>Best Practices in Child and Adolescent Behavioral Health Care</i> , 2020, , 93-130.	0.5	7
21	Autism and Autism Treatment: Evolution of Concepts and Practices from Kanner to Contemporary Approaches. <i>Best Practices in Child and Adolescent Behavioral Health Care</i> , 2020, , 1-24.	0.5	2
22	Eye-gaze control technology holds the potential to promote communication skills in young children with dyskinetic cerebral palsy, but more rigorous research is needed to prove its effectiveness. <i>Evidence-Based Communication Assessment and Intervention</i> , 2019, 13, 210-212.	0.6	0
23	Shared and syndrome-specific adaptive difficulties in preschoolers with Williams syndrome and autism spectrum disorder: a cross-syndrome study. <i>Journal of Intellectual Disability Research</i> , 2019, 63, 1305-1311.	2.0	8
24	Factor Structure of the Social Communication Questionnaire in Preschool Aged Autistic Children. <i>Journal of Child and Family Studies</i> , 2019, 28, 3385-3391.	1.3	3
25	Profiles of vocalization change in children with autism receiving early intervention. <i>Autism Research</i> , 2019, 12, 830-842.	3.8	14
26	Eye-Tracking Research in Autism Spectrum Disorder: What Are We Measuring and for What Purposes?. <i>Current Developmental Disorders Reports</i> , 2019, 6, 37-44.	2.1	8
27	Psychological Factors in Autism Spectrum Disorders. , 2019, , 61-88.		11
28	Feasibility and Outcomes of the Early Start Denver Model Implemented with Low Intensity in a Community Setting in Austria. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2019, 40, 354-363.	1.1	28
29	Outcomes of children receiving Group-Early Start Denver Model in an inclusive versus autism-specific setting: A pilot randomized controlled trial. <i>Autism</i> , 2019, 23, 1165-1175.	4.1	60
30	Object-directed imitation in autism spectrum disorder is differentially influenced by motoric task complexity, but not social contextual cues. <i>Autism</i> , 2019, 23, 199-211.	4.1	17
31	Challenges to the social motivation theory of autism: The dangers of counteracting an imprecise theory with even more imprecision. <i>Behavioral and Brain Sciences</i> , 2019, 42, .	0.7	4
32	Delineation of a spatial working memory profile using a non-verbal eye-tracking paradigm in young children with autism and Williams syndrome. <i>Child Neuropsychology</i> , 2018, 24, 469-489.	1.3	6
33	Attention to novelty versus repetition: Contrasting habituation profiles in Autism and Williams syndrome. <i>Developmental Cognitive Neuroscience</i> , 2018, 29, 54-60.	4.0	44
34	Interaction Behaviors of Bilingual Parents With Their Young Children With Autism Spectrum Disorder. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2018, 47, S321-S328.	3.4	18
35	Early intervention for autism: Are we prioritizing feasibility at the expenses of effectiveness? A cautionary note. <i>Autism</i> , 2018, 22, 770-773.	4.1	16
36	Reduced Motor Interference in Preschoolers with Autism Spectrum Disorder and Williams Syndrome. <i>Developmental Neuropsychology</i> , 2018, 43, 751-763.	1.4	2

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37	Neurodevelopmental Disorders Affecting Sociability: Recent Research Advances and Future Directions in Autism Spectrum Disorder and Williams Syndrome. <i>Current Neurology and Neuroscience Reports</i> , 2018, 18, 94.	4.2	29
38	Implementing and evaluating early intervention for children with autism: Where are the gaps and what should we do?. <i>Autism Research</i> , 2018, 11, 16-23.	3.8	104
39	The social nature of overimitation: Insights from Autism and Williams syndrome. <i>Cognition</i> , 2017, 161, 10-18.	2.2	24
40	Heterogeneity of sensory features in autism spectrum disorder: Challenges and perspectives for future research. <i>Autism Research</i> , 2017, 10, 703-710.	3.8	83
41	Social Attention, Joint Attention and Sustained Attention in Autism Spectrum Disorder and Williams Syndrome: Convergences and Divergences. <i>Journal of Autism and Developmental Disorders</i> , 2017, 47, 1866-1877.	2.7	58
42	Individualizing and Combining Treatments in Autism Spectrum Disorder. <i>Current Directions in Psychological Science</i> , 2017, 26, 114-119.	5.3	20
43	Implementing the Group-Based Early Start Denver Model for Preschoolers with Autism. , 2017, , .		29
44	Helping Young Children with Autism Spectrum Disorder Develop Social Ability: The Early Start Denver Model Approach. <i>Autism and Child Psychopathology Series</i> , 2017, , 197-222.	0.2	8
45	Anxiety Disorders and Obsessive-Compulsive Disorder in Individuals with Autism Spectrum Disorder. <i>Current Psychiatry Reports</i> , 2017, 19, 92.	4.5	118
46	Autism, attachment, and social learning: Three challenges and a way forward. <i>Behavioural Brain Research</i> , 2017, 325, 251-259.	2.2	43
47	Early Learning in Autism. , 2017, , 1-12.		6
48	Creating Treatment Objectives in the G-ESDM. , 2017, , 31-42.		1
49	Group-Based Early Start Denver Model (G-ESDM). , 2017, , 1-5.		0
50	Verbal labels increase the salience of novel objects for preschoolers with typical development and Williams syndrome, but not in autism. <i>Journal of Neurodevelopmental Disorders</i> , 2016, 8, 46.	3.1	11
51	Anxiety in Autism Spectrum Disorder. , 2016, , 21-38.		20
52	Outcome for Children Receiving the Early Start Denver Model Before and After 48 Months. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 2441-2449.	2.7	120
53	Brief Report: Empathic Responsiveness of High Functioning Children with Autism to Expressed and Anticipated Distress. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 3338-3343.	2.7	9
54	Others's™ emotions teach, but not in autism: an eye-tracking pupillometry study. <i>Molecular Autism</i> , 2016, 7, 36.	4.9	22

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55	Treatment-related changes in children's communication impact on maternal satisfaction and psychological distress. <i>Research in Developmental Disabilities</i> , 2016, 56, 128-138.	2.2	12
56	Social affiliation motives modulate spontaneous learning in Williams syndrome but not in autism. <i>Molecular Autism</i> , 2016, 7, 40.	4.9	42
57	Universal Autism Screening for Toddlers: Recommendations at Odds. <i>Journal of Autism and Developmental Disorders</i> , 2016, 46, 1880-1882.	2.7	27
58	Children With Autism Show Reduced Information Seeking When Learning New Tasks. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2016, 121, 65-73.	1.6	9
59	No Evidence of Emotional Dysregulation or Aversion to Mutual Gaze in Preschoolers with Autism Spectrum Disorder: An Eye-Tracking Pupillometry Study. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 3433-3445.	2.7	26
60	The Action Observation System when Observing Hand Actions in Autism and Typical Development. <i>Autism Research</i> , 2015, 8, 284-296.	3.8	38
61	The Importance of Distinguishing Propensity Versus Ability to Imitate in ASD Research and Early Detection. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 1119-1120.	2.7	15
62	Implicit learning in individuals with autism spectrum disorders: a meta-analysis. <i>Psychological Medicine</i> , 2015, 45, 897-910.	4.5	64
63	Accurate or Assumed: Visual Learning in Children with ASD. <i>Journal of Autism and Developmental Disorders</i> , 2015, 45, 3276-3287.	2.7	28
64	Predictors of Outcomes in Autism Early Intervention: Why Don't We Know More?. <i>Frontiers in Pediatrics</i> , 2014, 2, 58.	1.9	143
65	Pupillometry reveals reduced unconscious emotional reactivity in autism. <i>Biological Psychology</i> , 2014, 101, 24-35.	2.2	56
66	Problematic but predictive: Individual differences in children with autism spectrum disorders. <i>International Journal of Speech-Language Pathology</i> , 2014, 16, 57-60.	1.2	31
67	Propensity to Imitate in Autism Is Not Modulated by the Model's Gaze Direction: An Eye-Tracking Study. <i>Autism Research</i> , 2014, 7, 392-399.	3.8	41
68	Effectiveness and Feasibility of the Early Start Denver Model Implemented in a Group-Based Community Childcare Setting. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 3140-3153.	2.7	132
69	Brief Report: Evidence for Normative Resting-State Physiology in Autism. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 2057-2063.	2.7	22
70	Atypical monitoring and responsiveness to goal-directed gaze in autism spectrum disorder. <i>Experimental Brain Research</i> , 2014, 232, 695-701.	1.5	33
71	Autism and the mirror neuron system: insights from learning and teaching. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014, 369, 20130184.	4.0	66
72	Reactivity to fearful expressions of familiar and unfamiliar people in children with autism: an eye-tracking pupillometry study. <i>Journal of Neurodevelopmental Disorders</i> , 2014, 6, 14.	3.1	52

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73	Mechanisms of Imitation Impairment in Autism Spectrum Disorder. <i>Journal of Abnormal Child Psychology</i> , 2014, 42, 1395-1405.	3.5	65
74	Brief Report: Predictors of Outcomes in the Early Start Denver Model Delivered in a Group Setting. <i>Journal of Autism and Developmental Disorders</i> , 2013, 43, 1717-1724.	2.7	100
75	Are emotion impairments unique to, universal, or specific in autism spectrum disorder? A comprehensive review. <i>Cognition and Emotion</i> , 2013, 27, 1042-1061.	2.0	148
76	Towards the DSM-5 Criteria for Autism: Clinical, Cultural, and Research Implications. <i>Australian Psychologist</i> , 2013, 48, 258-261.	1.6	29
77	Intellectual Development in Autism Spectrum Disorders: New Insights from Longitudinal Studies. <i>Frontiers in Human Neuroscience</i> , 2013, 7, 354.	2.0	63
78	Intact and impaired mechanisms of action understanding in autism.. <i>Developmental Psychology</i> , 2011, 47, 841-856.	1.6	93
79	Transplantation and Mental Retardation: What Is the Meaning of a Discrimination?. <i>American Journal of Transplantation</i> , 2010, 10, 727-730.	4.7	28
80	Adaptation of object descriptions to a partner under increasing communicative demands: a comparison of children with and without autism. <i>Autism Research</i> , 2009, 2, 334-347.	3.8	28
81	What do children with autism attend to during imitation tasks?. <i>Journal of Experimental Child Psychology</i> , 2008, 101, 186-205.	1.4	88
82	Tics and Tourette syndrome in autism spectrum disorders. <i>Autism</i> , 2007, 11, 19-28.	4.1	145
83	Towards a culturally informed approach to implementing autism early intervention: a commentary on Ramseur II et al., 2019. <i>Pediatric Medicine</i> , 0, 2, 20-20.	2.7	5
84	Delivery of Group-Early Start Denver Model in an Australian early childhood setting—a Narrative Review. <i>Pediatric Medicine</i> , 0, 2, 16-16.	2.7	10
85	Perception, Beliefs, and Causal Attribution of Autism Early Signs in Ecuadorian General Population. <i>Frontiers in Psychology</i> , 0, 13, .	2.1	2