

# Erin E Barton

## List of Publications by Year in descending order

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Version: 2024-02-01

84  
papers

2,526  
citations

218381

26  
h-index

264894

42  
g-index

91  
all docs

91  
docs citations

91  
times ranked

1350  
citing authors

#	ARTICLE	IF	CITATIONS
1	Comparison of Overlap Methods for Quantitatively Synthesizing Single-Subject Data. <i>Journal of Special Education</i> , 2010, 44, 18-28.	1.2	212
2	Parent-Implemented Interventions for Young Children With Disabilities. <i>Journal of Early Intervention</i> , 2013, 35, 194-219.	1.1	112
3	Applying an Evidence-Based Framework to the Early Childhood Coaching Literature. <i>Topics in Early Childhood Special Education</i> , 2015, 35, 183-196.	1.5	106
4	Advancing High-Quality Preschool Inclusion. <i>Topics in Early Childhood Special Education</i> , 2015, 35, 69-78.	1.5	105
5	The effects of parent-implemented language interventions on child linguistic outcomes: A meta-analysis. <i>Early Childhood Research Quarterly</i> , 2020, 50, 6-23.	1.6	105
6	A systematic review of sensory-based treatments for children with disabilities. <i>Research in Developmental Disabilities</i> , 2015, 37, 64-80.	1.2	99
7	Visual Analysis of Graphic Data. , 2018, , 179-214.		84
8	Teaching Pretend Play to Children With Disabilities. <i>Topics in Early Childhood Special Education</i> , 2008, 28, 109-125.	1.5	81
9	Children's Play. <i>Journal of Early Intervention</i> , 2011, 33, 281-297.	1.1	61
10	Development and applications of the single-case design risk of bias tool for evaluating single-case design research study reports. <i>Research in Developmental Disabilities</i> , 2018, 79, 53-64.	1.2	58
11	Training Teachers to Promote Pretend Play in Young Children with Disabilities. <i>Exceptional Children</i> , 2010, 77, 85-106.	1.4	53
12	Technology-Aided Instruction and Intervention for Students With ASD: A Meta-Analysis Using Novel Methods of Estimating Effect Sizes for Single-Case Research. <i>Remedial and Special Education</i> , 2017, 38, 371-386.	1.7	53
13	Parent Implementation of Function-Based Intervention to Reduce Children's Challenging Behavior. <i>Topics in Early Childhood Special Education</i> , 2014, 34, 49-61.	1.5	51
14	Effects of Weighted Vests on the Engagement of Children With Developmental Delays and Autism. <i>Focus on Autism and Other Developmental Disabilities</i> , 2010, 25, 3-11.	0.8	50
15	The Use of Email to Coach Preservice Early Childhood Teachers. <i>Topics in Early Childhood Special Education</i> , 2016, 36, 78-90.	1.5	48
16	Teaching Generalized Pretend Play and Related Behaviors to Young Children With Disabilities. <i>Exceptional Children</i> , 2015, 81, 489-506.	1.4	46
17	Systematic Protocols for the Visual Analysis of Single-Case Research Data. <i>Behavior Analysis in Practice</i> , 2019, 12, 491-502.	1.5	44
18	Evaluating Autism Diagnostic and Screening Tools for Cultural and Linguistic Responsiveness. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 1275-1287.	1.7	43

#	ARTICLE	IF	CITATIONS
19	A Systematic Review of Effects of Social Stories Interventions for Individuals With Autism Spectrum Disorder. Focus on Autism and Other Developmental Disabilities, 2018, 33, 25-34.	0.8	43
20	Development of a Taxonomy of Pretend Play for Children With Disabilities. Infants and Young Children, 2010, 23, 247-261.	0.5	39
21	The Use of E-Mail to Deliver Performance-Based Feedback to Early Childhood Practitioners. Journal of Early Intervention, 2013, 35, 270-297.	1.1	39
22	Providing Interventions for Young Children With Autism Spectrum Disorders. Journal of Early Intervention, 2011, 33, 321-332.	1.1	37
23	Independent Variables, Fidelity, and Social Validity. , 2018, , 133-156.		35
24	An Analysis of State Autism Educational Assessment Practices and Requirements. Journal of Autism and Developmental Disorders, 2016, 46, 737-748.	1.7	34
25	Providing Optimal Opportunities. Topics in Early Childhood Special Education, 2009, 28, 209-218.	1.5	33
26	A Program for Improving Toddler Communication Through Parent Coaching. Topics in Early Childhood Special Education, 2014, 33, 212-224.	1.5	32
27	Individualizing Interventions for Young Children with Autism in Preschool. Journal of Autism and Developmental Disorders, 2012, 42, 1205-1217.	1.7	29
28	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
29	Coaching Preservice Teachers to Teach Play Skills to Children With Disabilities. Teacher Education and Special Education, 2013, 36, 330-349.	1.6	28
30	Using Visual Activity Schedules for Young Children With Challenging Behavior. Journal of Early Intervention, 2017, 39, 339-358.	1.1	27
31	Single-case synthesis tools II: Comparing quantitative outcome measures. Research in Developmental Disabilities, 2018, 79, 65-76.	1.2	27
32	Finding Your Feedback Fit: Strategies for Designing and Delivering Performance Feedback Systems. Young Exceptional Children, 2011, 14, 29-46.	0.6	26
33	Single-case synthesis tools I: Comparing tools to evaluate SCD quality and rigor. Research in Developmental Disabilities, 2018, 79, 19-32.	1.2	26
34	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
35	Using Text Messaging to Deliver Performance Feedback to Preservice Early Childhood Teachers. Topics in Early Childhood Special Education, 2019, 39, 88-102.	1.5	24
36	Comparison of visual analysis, non-overlap methods, and effect sizes in the evaluation of parent implemented functional assessment based interventions. Research in Developmental Disabilities, 2019, 85, 31-41.	1.2	24

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37	Between-case standardized effect size analysis of single case designs: Examination of the two methods. <i>Research in Developmental Disabilities</i> , 2018, 79, 88-96.	1.2	23
38	Commentary on the <i>What Works Clearinghouse Standards and Procedures Handbook</i> (v. 4.1) for the Review of Single-Case Research. <i>Remedial and Special Education</i> , 2022, 43, 421-433.	1.7	21
39	Teaching Pretend Play to Young Children with Autism. <i>Young Exceptional Children</i> , 2012, 15, 5-17.	0.6	20
40	An Empirical Examination of Effective Practices for Teaching Board Game Play to Young Children. <i>Journal of Positive Behavior Interventions</i> , 2018, 20, 138-148.	1.2	20
41	Using e-Coaching to Support an Early Intervention Provider's Implementation of a Functional Assessment-Based Intervention. <i>Infants and Young Children</i> , 2016, 29, 130-147.	0.5	19
42	A Systematic Review of the Ethics of Punishment-Based Procedures for Young Children With Disabilities. <i>Remedial and Special Education</i> , 2021, 42, 262-275.	1.7	18
43	The Use of Email to Coach Early Childhood Teachers. <i>Journal of Early Intervention</i> , 2018, 40, 212-228.	1.1	16
44	Guidelines for Graphing Data With Microsoft<sup>®</sup> Office 2007â„¢, Office 2010â„¢, and Office for Macâ„¢ 2008 and 2011. <i>Journal of Early Intervention</i> , 2012, 34, 129-150.	1.1	15
45	Preparing Speech Language Pathology Students to Work in Early Childhood. <i>Topics in Early Childhood Special Education</i> , 2012, 32, 4-13.	1.5	15
46	A Review of the Use of Group Contingencies in Preschool Settings. <i>Topics in Early Childhood Special Education</i> , 2017, 36, 230-241.	1.5	14
47	Teaching Sequences of Pretend Play to Children With Disabilities. <i>Journal of Early Intervention</i> , 2019, 41, 13-29.	1.1	14
48	A review of video modeling to teach STEM to students with autism and intellectual disability. <i>Research in Autism Spectrum Disorders</i> , 2020, 70, 101476.	0.8	14
49	Critical Issues and Promising Practices for Teaching Play to Young Children with Disabilities. , 2016, , 267-286.		13
50	Teaching Object Play to Young Children With Disabilities: A Systematic Review of Methods and Rigor. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2020, 125, 14-36.	0.8	13
51	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
52	Function-Based Interventions in Kâ€“8 General Education Settings: A Focus on Teacher Implementation. <i>Elementary School Journal</i> , 2019, 119, 601-628.	0.9	12
53	Evolution of Applied Behavior Analysis in the Treatment of Individuals With Autism. <i>Exceptionality</i> , 2005, 13, 11-23.	1.1	11
54	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

#	ARTICLE	IF	CITATIONS
55	Using Video Modeling, Prompting, and Behavior-Specific Praise to Increase Moderate-to-Vigorous Physical Activity for Young Children With Down Syndrome. <i>Journal of Early Intervention</i> , 2015, 37, 270-285.	1.1	10
56	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
57	Using System of Least Prompts to Teach Play to Young Children With Disabilities. <i>Journal of Special Education</i> , 2019, 52, 242-251.	1.2	10
58	Inclusion of racially and ethnically diverse populations in ASD intervention research. <i>Research in Autism Spectrum Disorders</i> , 2020, 73, 101551.	0.8	10
59	Implementing Stay-Play-Talk With Children Who Use AAC. <i>Topics in Early Childhood Special Education</i> , 2019, 38, 220-233.	1.5	9
60	Brief Report: Effects of Pressure Vest Usage on Engagement and Problem Behaviors of a Young Child with Developmental Delays. <i>Journal of Autism and Developmental Disorders</i> , 2009, 39, 1218-1221.	1.7	8
61	Autism services in Mexico: A qualitative survey of education professionals. <i>International Journal of School and Educational Psychology</i> , 2017, 5, 1-13.	1.0	8
62	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
63	The Effects of Email Performance-Based Feedback Delivered to Teaching Teams: A Systematic Replication. <i>Journal of Early Intervention</i> , 2020, 42, 143-162.	1.1	8
64	The Effects of Systematic Instruction on Preschoolers'™ Use of Stay-Play-Talk With Their Peers With Social Delays. <i>Journal of Early Intervention</i> , 2021, 43, 80-96.	1.1	8
65	The Effects of a Peer-Mediated Reading Intervention on Juvenile Offenders'™ Main Idea Statements About Informational Text. <i>Behavioral Disorders</i> , 2018, 43, 290-301.	0.8	7
66	Training Pediatricians to Implement Autism Screening Tools: a Review of the Literature. <i>Review Journal of Autism and Developmental Disorders</i> , 2021, 8, 108-117.	2.2	7
67	Early childhood autism services: How wide is the research to practice divide?. <i>Behavioral Development Bulletin</i> , 2010, 16, 34-43.	0.4	6
68	Using Progressive Time Delay to Increase Levels of Peer Imitation During Sculpting Play. <i>Journal of Autism and Developmental Disorders</i> , 2023, 53, 516-524.	1.7	6
69	Coaching Teachers to Promote Social Interactions With Toddlers. <i>Journal of Positive Behavior Interventions</i> , 2019, 21, 199-212.	1.2	6
70	Functional Analysis and Treatment of Pica on a Preschool Playground. <i>Behavior Analysis in Practice</i> , 2019, 12, 176-181.	1.5	6
71	Open Science and Single-Case Design Research. <i>Remedial and Special Education</i> , 2022, 43, 359-369.	1.7	6
72	Effects of Parent Implemented Visual Schedule Routines for African American Children with ASD in Low-Income Home Settings. <i>Exceptionality</i> , 2018, 26, 162-175.	1.1	5

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73	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
74	Effects of School-Home Communication With Parent-Implemented Reinforcement on Off-Task Behavior for Students With ASD. <i>Intellectual and Developmental Disabilities</i> , 2019, 57, 95-111.	0.6	5
75	Video Prompting to Teach Robotics and Coding to Middle School Students With Autism Spectrum Disorder. <i>Journal of Special Education Technology</i> , 2021, 36, 187-201.	1.4	5
76	Using Peer Coaches as Community-Based Competency Drivers in Part C Early Intervention. <i>Topics in Early Childhood Special Education</i> , 2023, 43, 89-102.	1.5	5
77	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
78	Increasing Play Complexity in a Young Child With Autism. <i>Focus on Autism and Other Developmental Disabilities</i> , 2019, 34, 81-90.	0.8	4
79	Using Family Style Dining to Increase Social Interactions in Young Children. <i>Topics in Early Childhood Special Education</i> , 2017, 37, 54-64.	1.5	3
80	Effects of Email Performance Feedback on Teachers'™ Use of Play Expansions. <i>Journal of Early Intervention</i> , 0, , 105381512096982.	1.1	2
81	Family Style Dining: Making the Most of Your Meals!. <i>Young Exceptional Children</i> , 2020, 23, 187-198.	0.6	1
82	Using DEC-Recommended Practices to Support Virtual Classrooms and Remote Learning. <i>Young Exceptional Children</i> , 2023, 26, 29-41.	0.6	1
83	Teaching and Promoting Generalization of Peer Imitation With Preschoolers With Disabilities. <i>Journal of Early Intervention</i> , 2023, 45, 63-82.	1.1	1
84	Preventing Challenging Behavior Using Physical Activity With Young Children. <i>Topics in Early Childhood Special Education</i> , 0, , 027112142210809.	1.5	0