

# James E Carr

## List of Publications by Year in descending order

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128  
papers

4,470  
citations

87888

38  
h-index

133252

59  
g-index

130  
all docs

130  
docs citations

130  
times ranked

1444  
citing authors

#	ARTICLE	IF	CITATIONS
1	EVALUATION OF A BRIEF MULTIPLE-STIMULUS PREFERENCE ASSESSMENT IN A NATURALISTIC CONTEXT. <i>Journal of Applied Behavior Analysis</i> , 2000, 33, 353-357.	2.7	276
2	Recommendations for reporting multiple-baseline designs across participants. <i>Behavioral Interventions</i> , 2005, 20, 219-224.	1.0	129
3	A review of "noncontingent" reinforcement as treatment for the aberrant behavior of individuals with developmental disabilities. <i>Research in Developmental Disabilities</i> , 2000, 21, 377-391.	2.2	127
4	Assessing indices of happiness and unhappiness in individuals with developmental disabilities: a review. <i>Behavioral Interventions</i> , 2007, 22, 229-244.	1.0	122
5	Noncontingent reinforcement is an empirically supported treatment for problem behavior exhibited by individuals with developmental disabilities. <i>Research in Developmental Disabilities</i> , 2009, 30, 44-57.	2.2	122
6	Early and intensive behavioral intervention for autism: A survey of clinical practices. <i>Research in Autism Spectrum Disorders</i> , 2009, 3, 421-428.	1.5	116
7	Strategies for Making Regular Contact With the Scholarly Literature. <i>Behavior Analysis in Practice</i> , 2010, 3, 13-18.	2.0	115
8	Function-Based Treatments for Escape-Maintained Problem Behavior: A Treatment-Selection Model for Practicing Behavior Analysts. <i>Behavior Analysis in Practice</i> , 2010, 3, 22-32.	2.0	110
9	Applied Behavior Analysis as Treatment for Autism Spectrum Disorder. <i>Journal of Pediatrics</i> , 2016, 175, 27-32.	1.8	97
10	An Assessment-based Solution to a Human-Service Employee Performance Problem. <i>Behavior Analysis in Practice</i> , 2013, 6, 16-32.	2.0	96
11	The Effects of Multiple-Tact and Receptive-Discrimination Training on the Acquisition of Intraverbal Behavior. <i>The Analysis of Verbal Behavior</i> , 2005, 21, 27-41.	0.2	84
12	THE ROLE OF NAMING IN STIMULUS CATEGORIZATION BY PRESCHOOL CHILDREN. <i>Journal of the Experimental Analysis of Behavior</i> , 2008, 89, 383-405.	1.1	83
13	A COMPARISON OF METHODS FOR TEACHING RECEPTIVE LABELING TO CHILDREN WITH AUTISM SPECTRUM DISORDERS. <i>Journal of Applied Behavior Analysis</i> , 2011, 44, 475-498.	2.7	83
14	THE EFFECTS OF DIFFERENTIAL REINFORCEMENT OF UNPROMPTED RESPONDING ON THE SKILL ACQUISITION OF CHILDREN WITH AUTISM. <i>Journal of Applied Behavior Analysis</i> , 2009, 42, 327-334.	2.7	77
15	An assessment of social validity trends in applied behavior analysis. <i>Behavioral Interventions</i> , 1999, 14, 223-231.	1.0	75
16	Intensive Outpatient Behavioral Treatment of Primary Urinary Incontinence of Children With Autism. <i>Focus on Autism and Other Developmental Disabilities</i> , 2005, 20, 98-105.	1.3	72
17	Evaluation of Family-Implemented Behavioral Skills Training for Teaching Social Skills to a Child With Asperger's Disorder. <i>Clinical Case Studies</i> , 2007, 6, 252-262.	0.8	71
18	The Need for Assessment of Maintaining Variables in OBM. <i>Journal of Organizational Behavior Management</i> , 1999, 19, 59-87.	1.2	67

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19	The effects of three stimulus-equivalence testing conditions on emergent US geography relations of children diagnosed with autism. <i>Behavioral Interventions</i> , 2003, 18, 279-289.	1.0	67
20	A REVIEW OF RECOMMENDATIONS FOR SEQUENCING RECEPTIVE AND EXPRESSIVE LANGUAGE INSTRUCTION. <i>Journal of Applied Behavior Analysis</i> , 2011, 44, 859-876.	2.7	67
21	Recent advances in the assessment of aberrant behavior maintained by automatic reinforcement in individuals with developmental disabilities. <i>Journal of Behavior Therapy and Experimental Psychiatry</i> , 2000, 31, 137-154.	1.2	66
22	The Effects of a Stimulus-Stimulus Pairing Procedure on the Vocal Behavior of Children Diagnosed with Autism. <i>The Analysis of Verbal Behavior</i> , 2001, 18, 3-13.	0.2	66
23	TEACHING ABDUCTION&#x2013;PREVENTION SKILLS TO CHILDREN WITH AUTISM. <i>Journal of Applied Behavior Analysis</i> , 2010, 43, 107-112.	2.7	62
24	MANDS FOR INFORMATION GENERALIZE ACROSS ESTABLISHING OPERATIONS. <i>Journal of Applied Behavior Analysis</i> , 2010, 43, 381-395.	2.7	59
25	Functional analysis of aberrant behavior maintained by automatic reinforcement: assessments of specific sensory reinforcers. <i>Research in Developmental Disabilities</i> , 2000, 21, 393-407.	2.2	57
26	Habit Reversal Treatment of Tic Disorders. <i>Behavior Modification</i> , 2005, 29, 858-875.	1.6	57
27	AN EVALUATION OF INTRAVERBAL TRAINING AND LISTENER TRAINING FOR TEACHING CATEGORIZATION SKILLS. <i>Journal of Applied Behavior Analysis</i> , 2008, 41, 53-68.	2.7	57
28	TRAINING PRESCHOOL CHILDREN TO USE VISUAL IMAGINING AS A PROBLEM&#x2013;SOLVING STRATEGY FOR COMPLEX CATEGORIZATION TASKS. <i>Journal of Applied Behavior Analysis</i> , 2011, 44, 255-278.	2.7	56
29	ON THE EFFECTS OF NONCONTINGENT DELIVERY OF DIFFERING MAGNITUDES OF REINFORCEMENT. <i>Journal of Applied Behavior Analysis</i> , 1998, 31, 313-321.	2.7	55
30	Durability, Negative Impact, and Neuropsychological Predictors of Tic Suppression in Children with Chronic Tic Disorder. <i>Journal of Abnormal Child Psychology</i> , 2008, 36, 237-245.	3.5	54
31	The efficacy of noncontingent reinforcement as treatment for automatically reinforced stereotypy. <i>Behavioral Interventions</i> , 2002, 17, 93-103.	1.0	52
32	ON THE DISPLACEMENT OF LEISURE ITEMS BY FOOD DURING MULTIPLE-STIMULUS PREFERENCE ASSESSMENTS. <i>Journal of Applied Behavior Analysis</i> , 1999, 32, 515-518.	2.7	48
33	Recent advances in the modification of establishing operations to reduce aberrant behavior. , 1998, 13, 43-59.		47
34	THE ROLE OF PROBLEM SOLVING IN COMPLEX INTRAVERBAL REPERTOIRES. <i>Journal of Applied Behavior Analysis</i> , 2011, 44, 227-244.	2.7	47
35	Further evaluation of the multiple-stimulus preference assessment. <i>Research in Developmental Disabilities</i> , 2000, 21, 61-73.	2.2	46
36	EVALUATION OF AN ENHANCED STIMULUS&#x2013;STIMULUS PAIRING PROCEDURE TO INCREASE EARLY VOCALIZATIONS OF CHILDREN WITH AUTISM. <i>Journal of Applied Behavior Analysis</i> , 2009, 42, 225-241.	2.7	46

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37	The verbal behavior approach to early and intensive behavioral intervention for autism: A call for additional empirical support.. Journal of Early and Intensive Behavior Intervention: JEIBI, 2005, 2, 18-27.	0.3	45
38	Secretin as a Treatment for Autism: A Review of the Evidence. Journal of Autism and Developmental Disorders, 2004, 34, 543-556.	2.7	44
39	Professional Credentialing of Practicing Behavior Analysts. Policy Insights From the Behavioral and Brain Sciences, 2017, 4, 3-8.	2.4	44
40	A functional-analytic approach to the diagnosis of a transient tic disorder. Journal of Behavior Therapy and Experimental Psychiatry, 1996, 27, 291-297.	1.2	43
41	EVALUATION OF THE MULTIPLE-CHOICE STIMULUS WITHOUT REPLACEMENT PREFERENCE ASSESSMENT METHOD USING ACTIVITIES AS STIMULI. Journal of Applied Behavior Analysis, 2009, 42, 563-574.	2.7	42
42	Functional Assessment of Problem Behavior in Children with Autism Spectrum Disorders: A Summary of 32 Outpatient Cases. Journal of Autism and Developmental Disorders, 2009, 39, 363-372.	2.7	42
43	A variation of noncontingent reinforcement in the treatment of aberrant behavior. Research in Developmental Disabilities, 2000, 21, 425-435.	2.2	40
44	Training Novice Instructors to Implement Errorless Discrete-Trial Teaching: A Sequential Analysis. Behavior Analysis in Practice, 2012, 5, 13-23.	2.0	39
45	The effects of different mastery criteria on the skill maintenance of children with developmental disabilities. Journal of Applied Behavior Analysis, 2019, 52, 701-717.	2.7	39
46	Evaluating Stimulus-Stimulus Pairing and Direct Reinforcement in the Establishment of an Echoic Repertoire of Children Diagnosed with Autism. The Analysis of Verbal Behavior, 2005, 21, 43-58.	0.2	38
47	Treatment of automatically reinforced object mouthing with noncontingent reinforcement and response blocking: experimental analysis and social validation. Research in Developmental Disabilities, 2002, 23, 37-44.	2.2	37
48	A SYSTEMATIC EXAMINATION OF DIFFERENT PARAMETERS OF PRESESSION EXPOSURE TO TANGIBLE STIMULI THAT MAINTAIN PROBLEM BEHAVIOR. Journal of Applied Behavior Analysis, 2009, 42, 773-783.	2.7	37
49	The effects of pictorial versus tangible stimuli in stimulus-preference assessments. Research in Developmental Disabilities, 1999, 20, 63-72.	2.2	36
50	SUPERIMPOSITION AND WITHHOLDING OF EDIBLE CONSEQUENCES AS TREATMENT FOR AUTOMATICALLY REINFORCED STEREOTYPY. Journal of Applied Behavior Analysis, 2005, 38, 121-124.	2.7	35
51	Description of a Practitioner Model for Identifying Preferred Stimuli With Individuals With Autism Spectrum Disorders. Behavior Modification, 2011, 35, 347-369.	1.6	35
52	Live training versus e-learning to teach implementation of listener response programs. Journal of Applied Behavior Analysis, 2018, 51, 220-235.	2.7	35
53	EVALUATING PROGRESS IN BEHAVIORAL PROGRAMS FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS VIA CONTINUOUS AND DISCONTINUOUS MEASUREMENT. Journal of Applied Behavior Analysis, 2009, 42, 57-71.	2.7	33
54	A History of the Professional Credentialing of Applied Behavior Analysts. The Behavior Analyst, 2017, 40, 523-538.	2.5	33

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55	Overview of the treatment of rumination disorder for adults in a residential setting. <i>Journal of Behavior Therapy and Experimental Psychiatry</i> , 1998, 29, 31-40.	1.2	30
56	A comparison of methods for teaching receptive labeling to children with autism spectrum disorders: A systematic replication. <i>Journal of Applied Behavior Analysis</i> , 2014, 47, 600-605.	2.7	30
57	Competing responses for the treatment of Tourette syndrome and tic disorders. <i>Behaviour Research and Therapy</i> , 1995, 33, 455-456.	3.1	29
58	An evaluation of strategies to maintain mands at practical levels. <i>Research in Developmental Disabilities</i> , 2006, 27, 632-644.	2.2	27
59	Deviations from Prescribed Prompting Procedures: Implications for Treatment Integrity. <i>Journal of Behavioral Education</i> , 2009, 18, 142-156.	1.3	26
60	APPLIED BEHAVIOR ANALYSIS IN ACQUIRED BRAIN INJURY REHABILITATION: A META-ANALYSIS OF SINGLE-CASE DESIGN INTERVENTION RESEARCH. <i>Behavioral Interventions</i> , 2014, 29, 77-105.	1.0	24
61	FUNCTIONAL ANALYSIS AND TREATMENT OF THE BIZARRE SPEECH OF DUALY DIAGNOSED ADULTS. <i>Journal of Applied Behavior Analysis</i> , 2004, 37, 395-399.	2.7	23
62	Research Productivity Among Practitioners in Behavior Analysis: Recommendations from the Prolific. <i>Behavior Analysis in Practice</i> , 2015, 8, 201-206.	2.0	23
63	Functional assessment and treatment of pica: a single-case experiment. <i>Behavioral Interventions</i> , 2001, 16, 111-125.	1.0	22
64	CITATION TRENDS OF APPLIED JOURNALS IN BEHAVIORAL PSYCHOLOGY: 1981-2000. <i>Journal of Applied Behavior Analysis</i> , 2003, 36, 113-117.	2.7	22
65	THE REDUCTIVE EFFECTS OF NONCONTINGENT REINFORCEMENT: FIXED-TIME VERSUS VARIABLE-TIME SCHEDULES. <i>Journal of Applied Behavior Analysis</i> , 2001, 34, 505-509.	2.7	20
66	Experimental evaluation of the training structure of the Picture Exchange Communication System (PECS). <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 32-45.	1.5	20
67	Intensive Behavioral Treatment of Urinary Incontinence of Children With Autism Spectrum Disorders. <i>Focus on Autism and Other Developmental Disabilities</i> , 2013, 28, 26-31.	1.3	20
68	Applying the Taxonomy of Validity Threats from Mainstream Research Design to Single-Case Experiments in Applied Behavior Analysis. <i>Behavior Analysis in Practice</i> , 2018, 11, 228-240.	2.0	19
69	Training Issues Unique to Autism Spectrum Disorders. , 2009, , 225-235.		19
70	A DISCRIMINATION TRAINING PROCEDURE TO ESTABLISH CONDITIONED REINFORCERS FOR CHILDREN WITH AUTISM. <i>Behavioral Interventions</i> , 2014, 29, 157-176.	1.0	18
71	A LABORATORY MODEL FOR STUDYING RESPONSE-CLASS HIERARCHIES. <i>Journal of Applied Behavior Analysis</i> , 2009, 42, 105-121.	2.7	17
72	On the use of fluency training in the behavioral treatment of autism: A commentary. <i>The Behavior Analyst</i> , 2010, 33, 223-229.	2.5	17

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73	INTRODUCTION TO THE SPECIAL SECTION ON CLINICAL BEHAVIOR ANALYSIS. Journal of Applied Behavior Analysis, 2006, 39, 407-411.	2.7	16
74	Evaluation of Single and Mixed Verbal Operant Arrangements for Teaching Mand and Tacts. The Analysis of Verbal Behavior, 2010, 26, 15-30.	0.2	16
75	Functional analysis of hair manipulation: a replication and extension. , 2000, 15, 121-133.		15
76	The Effects of Multiple Exemplar Instruction on the Relation Between Listener and Intraverbal Categorization Repertoires. The Analysis of Verbal Behavior, 2015, 31, 76-95.	0.2	15
77	Assessing preferences of individuals with developmental disabilities using alternative stimulus modalities: A systematic review. Journal of Applied Behavior Analysis, 2019, 52, 847-869.	2.7	15
78	A brief behavior therapy protocol for Tourette Syndrome. Journal of Behavior Therapy and Experimental Psychiatry, 1996, 27, 33-40.	1.2	14
79	An investigation of the potentially adverse effects of task interspersal. Behavioral Interventions, 2005, 20, 285-300.	1.0	14
80	Recommendations for Reporting Independent Variables in Outcome Studies of Early and Intensive Behavioral Intervention for Autism. Behavior Modification, 2008, 32, 489-503.	1.6	14
81	The Effects of Behavioral Parent Training on Placement Outcomes of Biological Families in a State Child Welfare System. Research on Social Work Practice, 2013, 23, 377-382.	1.9	14
82	Assessing the efficacy of pictorial preference assessments for children with developmental disabilities. Journal of Applied Behavior Analysis, 2016, 49, 848-868.	2.7	14
83	The Performance Diagnostic Checklistâ€”Human Services: a Correction. Behavior Analysis in Practice, 2016, 9, 63-63.	2.0	14
84	The use of performance criteria for determining â€œmasteryâ€ in discreteâ€trial instruction: A call for research. Behavioral Interventions, 2021, 36, 756-763.	1.0	14
85	Determining BACB Examination Content and Standards. Behavior Analysis in Practice, 2014, 7, 3-9.	2.0	13
86	Generality of Findings From Single-Case Designs: Itâ€™s Not All About the â€œNâ€. Behavior Analysis in Practice, 2021, 14, 991-995.	2.0	13
87	Idiosyncratic effects of noncontingent reinforcement on problematic speech. , 1999, 14, 37-43.		12
88	Functional analysis and habit-reversal treatment of tics. Behavioral Interventions, 2005, 20, 185-202.	1.0	12
89	The Registered Behavior Technicianâ„¢ Credential: A Response to Leaf et al. (2017). Behavior Analysis in Practice, 2017, 10, 164-166.	2.0	12
90	Evaluation of satiation-resistant head rocking. Behavioral Interventions, 2000, 15, 71-78.	1.0	11

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91	On the Compatibility of Organizational Behavior Management and BACB Certification. Journal of Organizational Behavior Management, 2018, 38, 288-305.	1.2	11
92	Multiple-stimulus preference assessments: a comparison of free-operant and restricted-operant formats. Behavioral Interventions, 2000, 15, 345-353.	1.0	10
93	Autism Spectrum Disorders in Early Childhood: An Overview for Practicing Physicians. Primary Care - Clinics in Office Practice, 2007, 34, 343-359.	1.6	10
94	TEACHING EFFECTIVE HAND RAISING TO CHILDREN WITH AUTISM DURING GROUP INSTRUCTION. Journal of Applied Behavior Analysis, 2010, 43, 493-497.	2.7	10
95	DEVELOPING STIMULUS CONTROL OF THE HIGH-RATE SOCIAL-APPROACH RESPONSES OF AN ADULT WITH MENTAL RETARDATION: A MULTIPLE-SCHEDULE EVALUATION. Journal of Applied Behavior Analysis, 2010, 43, 285-289.	2.7	10
96	The analysis of verbal behavior and its therapeutic applications.. , 2013, , 329-352.		10
97	THE ROLE OF INDEPENDENT VARIABLE INTEGRITY IN THE BEHAVIORAL MANAGEMENT OF TOURETTE SYNDROME. Behavioral Interventions, 1996, 11, 35-45.	1.0	9
98	Training and certification of behaviour analysts in Europe. European Journal of Behavior Analysis, 2020, 21, 9-19.	0.9	8
99	Using Real-Time Recording to Enhance the Analysis of Within-Session Functional Analysis Data. Behavior Modification, 2001, 25, 79-93.	1.6	7
100	Behavioral contributions to Teaching of Psychology: An annotated bibliography. The Behavior Analyst, 2008, 31, 23-37.	2.5	7
101	USING DIFFERENTIAL REINFORCEMENT TO DECREASE ACADEMIC RESPONSE LATENCIES OF AN ADOLESCENT WITH ACQUIRED BRAIN INJURY. Journal of Applied Behavior Analysis, 2009, 42, 861-865.	2.7	7
102	THE EFFECTS OF THE QUESTION "WHAT DO YOU WANT?" ON MAND TRAINING OUTCOMES OF CHILDREN WITH AUTISM. Journal of Applied Behavior Analysis, 2012, 45, 833-838.	2.7	7
103	Assessing preferences of individuals with acquired brain injury using alternative stimulus modalities. Brain Injury, 2013, 27, 48-59.	1.2	7
104	Functional Analysis of Erratic Body Movement Maintained by Visual Stimulation. Behavior Modification, 2004, 28, 118-132.	1.6	6
105	A review of the Behavioral Evaluation Strategy and Taxonomy (BEST <sup>®</sup> ) software application. Behavioral Interventions, 2004, 19, 275-285.	1.0	6
106	A resource on behavioral terminology: An annotated bibliography of On Terms articles in The Behavior Analyst. The Behavior Analyst, 2011, 34, 93-101.	2.5	6
107	THE EFFECTS OF FUNCTIONAL ANALYSIS TEST SESSIONS ON SUBSEQUENT RATES OF PROBLEM BEHAVIOR IN THE NATURAL ENVIRONMENT. Behavioral Interventions, 2013, 28, 40-47.	1.0	6
108	The effects of interpolated reinforcement on resistance to extinction in children diagnosed with autism: a preliminary investigation. Research in Developmental Disabilities, 2002, 23, 61-78.	2.2	5



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109	USING VIDEO TECHNOLOGY TO DISSEMINATE BEHAVIORAL PROCEDURES: A REVIEW OF <i>FUNCTIONAL ANALYSIS: A GUIDE FOR UNDERSTANDING CHALLENGING BEHAVIOR</i> (DVD). Journal of Applied Behavior Analysis, 2009, 42, 919-923.	2.7	5
110	Failure to demonstrate the differential outcomes effect in children with autism. Behavioral Interventions, 2010, 25, 339-348.	1.0	5
111	On the Complexity of Correlating a Graduate Program's Experiences with the Success of its Graduates: a Response to Dixon et al. (2015). Behavior Analysis in Practice, 2015, 8, 163-164.	2.0	5
112	The standard deviation as an informative measure of variability in reporting interobserver agreement means. Journal of Behavior Therapy and Experimental Psychiatry, 1996, 27, 263-267.	1.2	4
113	Editorial: An Introduction to the Special Section on Diverse Origins of Graduate Training Programs in Behavior Analysis. The Behavior Analyst, 2016, 39, 131-133.	2.5	4
114	THE EFFECTS OF FIXED-TIME REINFORCEMENT SCHEDULES ON FUNCTIONAL RESPONSE CLASSES: A TRANSLATIONAL STUDY. Journal of Applied Behavior Analysis, 2012, 45, 511-526.	2.7	3
115	An Annotated Bibliography of Verbal Behavior Scholarship Published Outside of The Analysis of Verbal Behavior: 2014. The Analysis of Verbal Behavior, 2015, 31, 3-9.	0.2	3
116	On the use of the term "frequency" in applied behavior analysis. Journal of Applied Behavior Analysis, 2018, 51, 436-439.	2.7	3
117	The Performance Diagnostic Checklist - Human Services: Guidance for Assessment Administration. Behavior Analysis in Practice, 2022, 15, 951-957.	2.0	3
118	On the role of stimulus preference assessment in the evaluation of contingent access to stimuli associated with stereotypy during behavioral acquisition. , 1998, 13, 269-274.		2
119	On the effects of noncontingent food delivery during naturally occurring periods of deprivation and satiation. Behavioral Interventions, 2000, 15, 301-316.	1.0	2
120	On the Appropriateness of the Term "Noncontingent Reinforcement". European Journal of Behavior Analysis, 2005, 6, 21-24.	0.9	2
121	On recent attempts to rebrand "behavior analysis" as "behavior science". European Journal of Behavior Analysis, 2020, 21, 20-25.	0.9	2
122	Functional Analysis and Treatment of Joint Dislocation Associated with Hypermobility Syndrome: A Single-Case Analysis. Journal of Developmental and Physical Disabilities, 2005, 17, 225-236.	1.6	1
123	THE ROLE OF INDEPENDENT VARIABLE INTEGRITY IN THE BEHAVIORAL MANAGEMENT OF TOURETTE SYNDROME. Behavioral Interventions, 1996, 11, 35-45.	1.0	0
124	Interpreting functional analysis results using the real-time recording of independent and dependent variables. Behavioral Interventions, 1998, 13, 61-66.	1.0	0
125	A TRANSLATIONAL EVALUATION OF THE INTERPOLATED REINFORCEMENT PROCEDURE WITH YOUNG CHILDREN. Behavioral Interventions, 2012, 27, 45-55.	1.0	0
126	Editorial. The Analysis of Verbal Behavior, 2015, 31, 1-2.	0.2	0



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127	Editorial. The Analysis of Verbal Behavior, 2017, 33, 177-178.	0.2	0
128	Assessment of Repetitive Behavior Disorders. , 0, , 9-31.		0