

Julia L Ferguson

List of Publications by Year in descending order

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Version: 2024-02-01

27
papers

400
citations

759233

12
h-index

888059

17
g-index

33
all docs

33
docs citations

33
times ranked

152
citing authors

#	ARTICLE	IF	CITATIONS
1	Assessment of social validity trends in the journal of applied behavior analysis. <i>European Journal of Behavior Analysis</i> , 2019, 20, 146-157.	0.9	68
2	Evaluating discrete trial teaching with instructive feedback delivered in a dyad arrangement via telehealth. <i>Journal of Applied Behavior Analysis</i> , 2020, 53, 1876-1888.	2.7	41
3	The Big Four: Functional Assessment Research Informs Preventative Behavior Analysis. <i>Behavior Analysis in Practice</i> , 2019, 12, 222-234.	2.0	29
4	Advances in Our Understanding of Behavioral Intervention: 1980 to 2020 for Individuals Diagnosed with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2021, 51, 4395-4410.	2.7	28
5	Evaluating the Cool Versus Not Cool Procedure via Telehealth. <i>Behavior Analysis in Practice</i> , 2022, 15, 260-268.	2.0	21
6	A randomized clinical trial of three prompting systems to teach tact relations. <i>Journal of Applied Behavior Analysis</i> , 2020, 53, 727-743.	2.7	20
7	A Preliminary Evaluation of a Token System with a Flexible Earning Requirement. <i>Behavior Analysis in Practice</i> , 2019, 12, 548-556.	2.0	20
8	Advantages and Challenges of a Home- and Clinic-Based Model of Behavioral Intervention for Individuals Diagnosed with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 2258-2266.	2.7	18
9	Practical Functional Assessment: A Case Study Replication and Extension with a Child Diagnosed with Autism Spectrum Disorder. <i>Education and Treatment of Children</i> , 2020, 43, 171-185.	0.9	17
10	Use of a Level System with Flexible Shaping to Improve Synchronous Engagement. <i>Behavior Analysis in Practice</i> , 2019, 12, 44-51.	2.0	16
11	The Teaching Interaction Procedure as a Staff Training Tool. <i>Behavior Analysis in Practice</i> , 2020, 13, 421-433.	2.0	15
12	Social Thinking [®] , Pseudoscientific, Not Empirically Supported, and Non-Evidence Based: a Reply to Crooke and Winner. <i>Behavior Analysis in Practice</i> , 2018, 11, 456-466.	2.0	13
13	Training Behavior Change Agents and Parents to Implement Discrete Trial Teaching: a Literature Review. <i>Review Journal of Autism and Developmental Disorders</i> , 2019, 6, 26-39.	3.4	13
14	Evaluating Three Methods of Stimulus Rotation when Teaching Receptive Labels. <i>Behavior Analysis in Practice</i> , 2018, 11, 334-349.	2.0	11
15	Training Change Agents how to Implement Formal Preference Assessments: a Review of the Literature. <i>Journal of Developmental and Physical Disabilities</i> , 2020, 32, 41-56.	1.6	10
16	An evaluation of estimation data collection to trial [€] by trial data collection during discrete trial teaching. <i>Behavioral Interventions</i> , 2020, 35, 178-191.	1.0	10
17	The Importance of Professional Discourse for the Continual Advancement of Practice Standards: The RBT [®] as a Case in Point. <i>Journal of Autism and Developmental Disorders</i> , 2021, 51, 1789-1801.	2.7	9
18	A Critical Review of Social Narratives. <i>Journal of Developmental and Physical Disabilities</i> , 2020, 32, 241-256.	1.6	8

#	ARTICLE	IF	CITATIONS
19	Using the teaching interaction procedure to train interventionists to implement the Cool versus Not Cool TM procedure. <i>Behavioral Interventions</i> , 2021, 36, 211-227.	1.0	7
20	The evidence-based practices for children, youth, and young adults with autism report: Concerns and critiques. <i>Behavioral Interventions</i> , 2021, 36, 457-472.	1.0	7
21	Evaluating three methods of the presentation of target stimuli when teaching receptive labels. <i>Behavioral Interventions</i> , 2020, 35, 542-559.	1.0	6
22	Recommendations for behavior analysts regarding the implementation of Social Stories for individuals diagnosed with autism spectrum disorder. <i>Behavioral Interventions</i> , 2020, 35, 664-679.	1.0	4
23	Social Stories SM : A Cautionary Tale. <i>Autism and Child Psychopathology Series</i> , 2017, , 369-385.	0.2	3
24	Comparing In-View to Out-of-View Stimulus Arrangements When Teaching Receptive Labels for Children Diagnosed With Autism Spectrum Disorder. <i>Behavior Analysis in Practice</i> , 2022, 15, 475-484.	2.0	3
25	Toward Efficiency and Effectiveness: Comparing Equivalence-based Instruction to Progressive Discrete Trial Teaching. <i>Behavior Analysis in Practice</i> , 2022, 15, 1296-1313.	2.0	2
26	Evaluating the Relationship Between Performance on a Multiple-Choice Examination and Common ABA-Based Procedures. <i>Focus on Autism and Other Developmental Disabilities</i> , 2023, 38, 113-123.	1.3	1
27	The utility of a least-to-most prompting procedure on the acquisition of multisymbol messages for children with autism spectrum disorder ¹ . <i>Evidence-Based Communication Assessment and Intervention</i> , 2017, 11, 14-19.	0.6	0