

# 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	Evaluating the Relationship Between Performance on a Multiple-Choice Examination and Common ABA-Based Procedures. Focus on Autism and Other Developmental Disabilities, 2023, 38, 113-123.	1.3	1
2	Evaluating the Cool Versus Not Cool Procedure via Telehealth. Behavior Analysis in Practice, 2022, 15, 260-268.	2.0	21
3	Comparing In-View to Out-of-View Stimulus Arrangements When Teaching Receptive Labels for Children Diagnosed With Autism Spectrum Disorder. Behavior Analysis in Practice, 2022, 15, 475-484.	2.0	3
4	Toward Efficiency and Effectiveness: Comparing Equivalence-based Instruction to Progressive Discrete Trial Teaching. Behavior Analysis in Practice, 2022, 15, 1296-1313.	2.0	2
5	Advances in Our Understanding of Behavioral Intervention: 1980 to 2020 for Individuals Diagnosed with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2021, 51, 4395-4410.	2.7	28
6	Using the teaching interaction procedure to train interventionists to implement the Cool versus Not Cool <sup>TM</sup> procedure. Behavioral Interventions, 2021, 36, 211-227.	1.0	7
7	The Importance of Professional Discourse for the Continual Advancement of Practice Standards: The RBT <sup>®</sup> as a Case in Point. Journal of Autism and Developmental Disorders, 2021, 51, 1789-1801.	2.7	9
8	The evidence-based practices for children, youth, and young adults with autism report: Concerns and critiques. Behavioral Interventions, 2021, 36, 457-472.	1.0	7
9	A randomized clinical trial of three prompting systems to teach tact relations. Journal of Applied Behavior Analysis, 2020, 53, 727-743.	2.7	20
10	The Teaching Interaction Procedure as a Staff Training Tool. Behavior Analysis in Practice, 2020, 13, 421-433.	2.0	15
11	Training Change Agents how to Implement Formal Preference Assessments: a Review of the Literature. Journal of Developmental and Physical Disabilities, 2020, 32, 41-56.	1.6	10
12	A Critical Review of Social Narratives. Journal of Developmental and Physical Disabilities, 2020, 32, 241-256.	1.6	8
13	Recommendations for behavior analysts regarding the implementation of Social Stories for individuals diagnosed with autism spectrum disorder. Behavioral Interventions, 2020, 35, 664-679.	1.0	4
14	Evaluating three methods of the presentation of target stimuli when teaching receptive labels. Behavioral Interventions, 2020, 35, 542-559.	1.0	6
15	Evaluating discrete trial teaching with instructive feedback delivered in a dyad arrangement via telehealth. Journal of Applied Behavior Analysis, 2020, 53, 1876-1888.	2.7	41
16	An evaluation of estimation data collection to trial-by trial data collection during discrete trial teaching. Behavioral Interventions, 2020, 35, 178-191.	1.0	10
17	Practical Functional Assessment: A Case Study Replication and Extension with a Child Diagnosed with Autism Spectrum Disorder. Education and Treatment of Children, 2020, 43, 171-185.	0.9	17
18	The Big Four: Functional Assessment Research Informs Preventative Behavior Analysis. Behavior Analysis in Practice, 2019, 12, 222-234.	2.0	29

#	ARTICLE	IF	CITATIONS
19	Assessment of social validity trends in the journal of applied behavior analysis. European Journal of Behavior Analysis, 2019, 20, 146-157.	0.9	68
20	Training Behavior Change Agents and Parents to Implement Discrete Trial Teaching: a Literature Review. Review Journal of Autism and Developmental Disorders, 2019, 6, 26-39.	3.4	13
21	A Preliminary Evaluation of a Token System with a Flexible Earning Requirement. Behavior Analysis in Practice, 2019, 12, 548-556.	2.0	20
22	Use of a Level System with Flexible Shaping to Improve Synchronous Engagement. Behavior Analysis in Practice, 2019, 12, 44-51.	2.0	16
23	Evaluating Three Methods of Stimulus Rotation when Teaching Receptive Labels. Behavior Analysis in Practice, 2018, 11, 334-349.	2.0	11
24	Advantages and Challenges of a Home- and Clinic-Based Model of Behavioral Intervention for Individuals Diagnosed with Autism Spectrum Disorder. Journal of Autism and Developmental Disorders, 2018, 48, 2258-2266.	2.7	18
25	Social Thinking <sup>®</sup> , Pseudoscientific, Not Empirically Supported, and Non-Evidence Based: a Reply to Crooke and Winner. Behavior Analysis in Practice, 2018, 11, 456-466.	2.0	13
26	The utility of a least-to-most prompting procedure on the acquisition of multisymbol messages for children with autism spectrum disorder. Evidence-Based Communication Assessment and Intervention, 2017, 11, 14-19.	0.6	0
27	Social Stories <sup>®</sup> : A Cautionary Tale. Autism and Child Psychopathology Series, 2017, , 369-385.	0.2	3