

Matt J Tincani

List of Publications by Year in descending order

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Version: 2024-02-01

43
papers

1,324
citations

430874

18
h-index

377865

34
g-index

47
all docs

47
docs citations

47
times ranked

851
citing authors

#	ARTICLE	IF	CITATIONS
1	Meta-Analytic Methods to Detect Publication Bias in Behavior Science Research. <i>Perspectives on Behavior Science</i> , 2022, 45, 37-52.	1.9	17
2	Teaching Mobile Device-Based Leisure to Adults With Autism Spectrum Disorder and Intellectual Disability. <i>Focus on Autism and Other Developmental Disabilities</i> , 2021, 36, 83-94.	1.3	7
3	Interrater Reliability and Convergent Validity of the Trial-Based Functional Analysis. <i>Advances in Neurodevelopmental Disorders</i> , 2021, 5, 61-70.	1.1	4
4	Delivering culturally sound and high-quality behavior analytic services when working with an interpreter.. <i>Behavior Analysis (Washington, D C)</i> , 2021, 21, 51-64.	0.5	2
5	Meta-analyses and effect sizes in applied behavior analysis: A review and discussion. <i>Journal of Applied Behavior Analysis</i> , 2021, 54, 1317-1340.	2.7	34
6	Assessment and treatment of high-risk challenging behavior of adolescents with autism in an aquatic setting. <i>Journal of Applied Behavior Analysis</i> , 2020, 53, 305-314.	2.7	16
7	Do we need to go beyond a purely behavioral approach? A response to Woodcock and Blackwell. <i>Current Opinion in Psychiatry</i> , 2020, 33, 509-511.	6.3	2
8	Evaluation of publication bias in response interruption and redirection: A meta-analysis. <i>Journal of Applied Behavior Analysis</i> , 2020, 53, 2151-2171.	2.7	19
9	Reducing an Adolescent's Destructive Behavior during Bathroom Visits in a Residential Setting: Brief Report. <i>Developmental Neurorehabilitation</i> , 2020, 23, 478-481.	1.1	4
10	Systematic Review of Verbal Operants in Speech Generating Device Research from Skinner's Analysis of Verbal Behavior. <i>Perspectives on Behavior Science</i> , 2020, 43, 387-413.	1.9	12
11	Replication Research, Publication Bias, and Applied Behavior Analysis. <i>Perspectives on Behavior Science</i> , 2019, 42, 59-75.	1.9	76
12	Review of Behavioral Principles in Communicative Disorders by Maul, Findley, and Adams. <i>Perspectives on Behavior Science</i> , 2018, 41, 303-308.	1.9	0
13	Publishing Single-Case Research Design Studies That Do Not Demonstrate Experimental Control. <i>Remedial and Special Education</i> , 2018, 39, 118-128.	2.3	57
14	Effects of reinforcement without extinction on increasing compliance with nail cutting: A systematic replication. <i>Journal of Applied Behavior Analysis</i> , 2018, 51, 924-930.	2.7	17
15	iPod Touch® to Increase Functional Communication of Adults With Autism Spectrum Disorder and Significant Intellectual Disability. <i>Focus on Autism and Other Developmental Disabilities</i> , 2017, 32, 209-217.	1.3	20
16	Picture Exchange Communication System and Facilitated Communication: Contrasting an Evidence-Based Practice with a Discredited Method. <i>Advances in Learning and Behavioral Disabilities</i> , 2016, , 85-110.	0.3	5
17	Meta-Analysis of Single-Case Research Design Studies on Instructional Pacing. <i>Behavior Modification</i> , 2016, 40, 799-824.	1.6	15
18	An iPad®,-based picture and video activity schedule increases community shopping skills of a young adult with autism spectrum disorder and intellectual disability. <i>Developmental Neurorehabilitation</i> , 2015, 18, 131-136.	1.1	48

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19	Effects of a Modified Power Card Strategy on Turn Taking and Social Commenting of Children with Autism Spectrum Disorder Playing Board Games. <i>Journal of Developmental and Physical Disabilities</i> , 2015, 27, 93-110.	1.6	21
20	Prompt delay and vocal prompting may increase vocal responses in children with developmental disabilities. <i>Evidence-Based Communication Assessment and Intervention</i> , 2014, 8, 9-12.	0.6	1
21	Facilitated Communication Denies People With Disabilities Their Voice. <i>Research and Practice for Persons With Severe Disabilities</i> , 2014, 39, 195-202.	1.4	34
22	Evaluating NRC's Recommendations for Educating Children with Autism a Decade Later. <i>Child and Youth Care Forum</i> , 2014, 43, 315-337.	1.6	13
23	Within Stimulus Prompting to Teach Symbol Discrimination Using an iPad® Speech Generating Device. <i>Journal of Developmental and Physical Disabilities</i> , 2014, 26, 335-346.	1.6	29
24	Evaluating Open-Ended Parent Reports and Direct Preference Assessments to Identify Reinforcers for Young Children With Autism. <i>Child and Family Behavior Therapy</i> , 2014, 36, 107-120.	0.6	5
25	Evaluating Picture Exchange and the iPad, as a Speech Generating Device to Teach Communication to Young Children with Autism. <i>Journal of Developmental and Physical Disabilities</i> , 2013, 25, 637-649.	1.6	116
26	A Multiyear National Profile of Racial Disparity in Autism Identification. <i>Journal of Special Education</i> , 2013, 47, 41-49.	1.7	44
27	TEACHING SELF-CONTROL WITH QUALITATIVELY DIFFERENT REINFORCERS. <i>Journal of Applied Behavior Analysis</i> , 2012, 45, 853-857.	2.7	7
28	Brief Wait Time to Increase Response Opportunity and Correct Responding of Children with Autism Spectrum Disorder Who Display Challenging Behavior. <i>Journal of Developmental and Physical Disabilities</i> , 2012, 24, 559-573.	1.6	10
29	The Picture-Exchange Communication System (PECS) increases functional communication of adults with intellectual disabilities. <i>Evidence-Based Communication Assessment and Intervention</i> , 2011, 5, 168-170.	0.6	2
30	Increasing Teachers' Use of a 1:1 Praise-to-Behavior Correction Ratio to Decrease Student Disruption in General Education Classrooms. <i>Behavioral Interventions</i> , 2011, 26, 243-260.	1.0	55
31	The Power Card Strategy. <i>Journal of Positive Behavior Interventions</i> , 2011, 13, 240-249.	1.7	47
32	Quantitative Synthesis and Component Analysis of Single-Participant Studies on the Picture Exchange Communication System. <i>Remedial and Special Education</i> , 2011, 32, 458-470.	2.3	47
33	Surveying Professionals' Views of Positive Behavior Support and Behavior Analysis. <i>Journal of Positive Behavior Interventions</i> , 2009, 11, 222-234.	1.7	4
34	Race, Culture, and Autism Spectrum Disorder: Understanding the Role of Diversity in Successful Educational Interventions. <i>Research and Practice for Persons With Severe Disabilities</i> , 2009, 34, 81-90.	1.4	64
35	Comparing Brief and Extended Wait-Time During Small Group Instruction for Children with Challenging Behavior. <i>Journal of Behavioral Education</i> , 2008, 17, 79-92.	1.3	24
36	Effects of Test-Taking Strategy Instruction on High-Functioning Adolescents With Autism Spectrum Disorders. <i>Focus on Autism and Other Developmental Disabilities</i> , 2008, 23, 217-228.	1.3	14

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37	Effects of Social Stories on Prosocial Behavior of Preschool Children with Autism Spectrum Disorders. <i>Journal of Autism and Developmental Disorders</i> , 2007, 37, 1803-1814.	2.7	113
38	Comparing Brief and Extended Wait-Time During Small Group Instruction for Children with Challenging Behavior. <i>Journal of Behavioral Education</i> , 2007, 16, 355-367.	1.3	8
39	Moving forward: Positive behavior support and applied behavior analysis.. <i>The Behavior Analyst Today: A Context for Science With A Commitment for Change</i> , 2007, 8, 492-499.	0.2	13
40	Improving Outcomes For College Students With Disabilities: Ten Strategies For Instructors. <i>College Teaching</i> , 2004, 52, 128-133.	0.6	17
41	Comparing the Picture Exchange Communication System and Sign Language Training for Children With Autism. <i>Focus on Autism and Other Developmental Disabilities</i> , 2004, 19, 152-163.	1.3	164
42	Multiply controlled verbal operants: An analysis and extension to the picture exchange communication system. <i>The Behavior Analyst</i> , 2004, 27, 247-261.	2.5	47
43	A comparison of the effectiveness of brief versus traditional functional analyses. <i>Research in Developmental Disabilities</i> , 1999, 20, 327-338.	2.2	32