

# Timothy Riley-Tillman

## List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

64  
papers

1,960  
citations

25  
h-index

42  
g-index

71  
ext. papers

2,150  
ext. citations

1.9  
avg, IF

4.77  
L-index

#	Paper	IF	Citations
64	Development and Preliminary Validity Evidence for the Direct Behavior Rating-Classroom Management (DBR-CM). <i>Journal of Educational and Psychological Consultation</i> , <b>2021</b> , 31, 215-245	1.1	0
63	Examining the Concurrent Criterion-Related Validity of Direct Behavior Rating Single Item Scales With Students With Social Competence Deficits. <i>Assessment for Effective Intervention</i> , <b>2019</b> , 44, 123-134	0.8	
62	Examining the stability of social, emotional, and behavioral risk status: Implications for screening frequency. <i>School Psychology</i> , <b>2019</b> , 34, 43-53	2	3
61	Developing a direct rating behavior scale for depression in middle school students. <i>School Psychology</i> , <b>2019</b> , 34, 86-95	2	2
60	Methods matter: A multi-trait multi-method analysis of student behavior. <i>Journal of School Psychology</i> , <b>2018</b> , 68, 53-72	4.5	14
59	Current Advances and Future Directions in Behavior Assessment. <i>Assessment for Effective Intervention</i> , <b>2017</b> , 42, 77-80	0.8	2
58	Test order in teacher-rated behavior assessments: Is counterbalancing necessary?. <i>Psychological Assessment</i> , <b>2017</b> , 29, 98-109	5.3	4
57	Direct Behavior Rating Instrumentation: Evaluating the Impact of Scale Formats. <i>Assessment for Effective Intervention</i> , <b>2017</b> , 42, 119-126	0.8	3
56	Reliability of Direct Behavior Ratings - Social Competence (DBR-SC) data: How many ratings are necessary?. <i>School Psychology Quarterly</i> , <b>2016</b> , 31, 431-442	0	5
55	Using Single-Case Design in a Response to Intervention Model <b>2016</b> , 455-470		5
54	Establishing Interventions via a Theory-Driven Single Case Design Research Cycle. <i>School Psychology Review</i> , <b>2016</b> , 45, 477-498	1.6	14
53	Taking the Guesswork out of Locating Evidence-Based Mathematics Practices for Diverse Learners. <i>Learning Disabilities Research and Practice</i> , <b>2016</b> , 31, 130-141	0.8	1
52	Assessing, understanding, and supporting students with autism at school: Contemporary science, practice, and policy. <i>School Psychology Quarterly</i> , <b>2016</b> , 31, 443-449	0	10
51	Evaluating the technical adequacy of DBR-SIS in tri-annual behavioral screening: A multisite investigation. <i>Journal of School Psychology</i> , <b>2016</b> , 54, 39-57	4.5	48
50	Using Consensus Building Procedures With Expert Raters to Establish Comparison Scores of Behavior for Direct Behavior Rating. <i>Assessment for Effective Intervention</i> , <b>2015</b> , 40, 195-204	0.8	3
49	Confirmation of models for interpretation and use of the Social and Academic Behavior Risk Screener (SABRS). <i>School Psychology Quarterly</i> , <b>2015</b> , 30, 335-352	0	22
48	The Next Big Idea: A Framework for Integrated Academic and Behavioral Intensive Intervention. <i>Learning Disabilities Research and Practice</i> , <b>2015</b> , 30, 150-158	0.8	22

47	A comparison of measures to screen for social, emotional, and behavioral risk. <i>School Psychology Quarterly</i> , <b>2015</b> , 30, 184-196	0	79
46	Preliminary Investigation of the Impact of a Web-Based Module on Direct Behavior Rating Accuracy. <i>School Mental Health</i> , <b>2015</b> , 7, 92-104	2.6	52
45	Direct behavior rating as a school-based behavior universal screener: replication across sites. <i>Journal of School Psychology</i> , <b>2014</b> , 52, 63-82	4.5	33
44	Teacher Perceptions of the Usability of School-Based Behavior Assessments. <i>Behavioral Disorders</i> , <b>2014</b> , 39, 201-210	1.7	12
43	Direct Behavior Rating: an evaluation of time-series interpretations as consequential validity. <i>School Psychology Quarterly</i> , <b>2014</b> , 29, 157-170	0	5
42	Direct Behavior Rating: Considerations for Rater Accuracy. <i>Canadian Journal of School Psychology</i> , <b>2014</b> , 29, 3-20	1.5	4
41	Assessing influences on intervention implementation: revision of the usage rating profile-intervention. <i>Journal of School Psychology</i> , <b>2013</b> , 51, 81-96	4.5	89
40	Direct behavior rating as a school-based behavior screener for elementary and middle grades. <i>Journal of School Psychology</i> , <b>2013</b> , 51, 367-85	4.5	38
39	Development and initial validation of the Social and Academic Behavior Risk Screener for elementary grades. <i>School Psychology Quarterly</i> , <b>2013</b> , 28, 210-226	0	50
38	The Impact of Target, Wording, and Duration on Rating Accuracy for Direct Behavior Rating. <i>Assessment for Effective Intervention</i> , <b>2013</b> , 39, 39-53	0.8	10
37	Stability of measures from children's interviews: the effects of time, sample length, and topic. <i>American Journal of Speech-Language Pathology</i> , <b>2013</b> , 22, 463-75	3.1	12
36	The Influence of Alternative Scale Formats on the Generalizability of Data Obtained From Direct Behavior Rating Single-Item Scales (DBR-SIS). <i>Assessment for Effective Intervention</i> , <b>2013</b> , 38, 127-133	0.8	8
35	Meta-Analysis of Interventions for Basic Mathematics Computation in Single-case Research. <i>Journal of Behavioral Education</i> , <b>2012</b> , 21, 230-253	1.8	13
34	Preliminary evaluation of various training components on accuracy of Direct Behavior Ratings. <i>Journal of School Psychology</i> , <b>2012</b> , 50, 317-34	4.5	54
33	The Role of Assessment in a Prevention Science Framework. <i>School Psychology Review</i> , <b>2012</b> , 41, 306-314.6	4.6	48
32	Direct behavior rating scales as screeners: a preliminary investigation of diagnostic accuracy in elementary school. <i>School Psychology Quarterly</i> , <b>2012</b> , 27, 41-50	0	20
31	The association between sexual assault and suicidal activity in a national sample. <i>School Psychology Quarterly</i> , <b>2012</b> , 27, 109-119	0	35
30	Direct Behavior Rating: An Evaluation of Alternate Definitions to Assess Classroom Behaviors. <i>School Psychology Review</i> , <b>2011</b> , 40, 181-199	1.6	16

29	Commentary on Building Local Capacity for Training and Coaching Data-Based Problem Solving With Positive Behavior Intervention and Support Teams <i>Journal of Applied School Psychology</i> , <b>2011</b> , 27, 246-251	1.1	1
28	The Impact of Observation Duration on the Accuracy of Data Obtained From Direct Behavior Rating (DBR). <i>Journal of Positive Behavior Interventions</i> , <b>2011</b> , 13, 119-128	1.3	16
27	Generalizability and Dependability of Behavior Assessment Methods to Estimate Academic Engagement: A Comparison of Systematic Direct Observation and Direct Behavior Rating. <i>School Psychology Review</i> , <b>2010</b> , 39, 408-421	1.6	85
26	An investigation of the generalizability and dependability of direct behavior rating single item scales (DBR-SIS) to measure academic engagement and disruptive behavior of middle school students. <i>Journal of School Psychology</i> , <b>2010</b> , 48, 219-46	4.5	48
25	Generalizability of Scaling Gradients on Direct Behavior Ratings. <i>Educational and Psychological Measurement</i> , <b>2009</b> , 69, 157-173	3.1	18
24	The impact of item wording and behavioral specificity on the accuracy of direct behavior ratings (DBRs).. <i>School Psychology Quarterly</i> , <b>2009</b> , 24, 1-12	0	27
23	Direct Behavior Rating (DBR): An Emerging Method for Assessing Social Behavior Within a Tiered Intervention System. <i>Assessment for Effective Intervention</i> , <b>2009</b> , 34, 195-200	0.8	122
22	Moving beyond assessment of treatment acceptability: An examination of the factor structure of the Usage Rating Profile Intervention (URP-I).. <i>School Psychology Quarterly</i> , <b>2009</b> , 24, 36-47	0	57
21	The impact of training on the accuracy of Direct Behavior Ratings (DBR).. <i>School Psychology Quarterly</i> , <b>2009</b> , 24, 73-83	0	17
20	An Initial Comparison Of Collaborative And Expert-Driven Consultation On Treatment Integrity. <i>Journal of Educational and Psychological Consultation</i> , <b>2008</b> , 18, 294-324	1.1	29
19	Generating Usable Knowledge: Initial Development and Validation of the Usage Rating Profile for Interventions (URP-I). <i>Canadian Journal of School Psychology</i> , <b>2008</b> , 23, 175-189	1.5	6
18	Examining the Agreement of Direct Behavior Ratings and Systematic Direct Observation Data for On-Task and Disruptive Behavior. <i>Journal of Positive Behavior Interventions</i> , <b>2008</b> , 10, 136-143	1.3	102
17	COMPARING METHODS OF IDENTIFYING REINFORCING STIMULI IN SCHOOL CONSULTATION. <i>Journal of Educational and Psychological Consultation</i> , <b>2008</b> , 18, 31-53	1.1	7
16	Daily Behavior Report Cards and Systematic Direct Observation: An Investigation of the Acceptability, Reported Training and Use, and Decision Reliability Among School Psychologists. <i>Journal of Behavioral Education</i> , <b>2008</b> , 17, 313-327	1.8	23
15	Generalizability and Dependability of Direct Behavior Ratings to Assess Social Behavior of Preschoolers. <i>School Psychology Review</i> , <b>2007</b> , 36, 63-79	1.6	41
14	Promoting behavioral competence: An introduction to the practitioner's edition. <i>Psychology in the Schools</i> , <b>2007</b> , 44, 1-5	1.5	3
13	A school practitioner's guide to using daily behavior report cards to monitor student behavior. <i>Psychology in the Schools</i> , <b>2007</b> , 44, 77-89	1.5	25
12	Daily Behavior Report Cards: An Investigation of the Consistency of On-Task Data Across Raters and Methods. <i>Journal of Positive Behavior Interventions</i> , <b>2007</b> , 9, 30-37	1.3	30

11	Acceptability and Reported Use of Daily Behavior Report Cards Among Teachers. <i>Journal of Positive Behavior Interventions</i> , <b>2006</b> , 8, 174-182	1.3	58
10	The value of applicability: Introducing the Practitioner's Edition on Promoting Academic Success. <i>Psychology in the Schools</i> , <b>2006</b> , 43, 1-5	1.5	3
9	Selecting the Right Tool for the Job: A Review of Behavior Monitoring Tools Used to Assess Student Response to Intervention. <i>The California School Psychologist: CASP</i> , <b>2005</b> , 10, 81-91		20
8	Bridging the gap between research and practice: A framework for building research agendas in school psychology. <i>Psychology in the Schools</i> , <b>2005</b> , 42, 459-473	1.5	18
7	Reconceptualizing intervention integrity: A partnership-based framework for linking research with practice. <i>Psychology in the Schools</i> , <b>2005</b> , 42, 495-507	1.5	89
6	What do daily behavior report cards (DBRCs) measure? An initial comparison of DBRCs with direct observation for off-task behavior. <i>Psychology in the Schools</i> , <b>2005</b> , 42, 669-676	1.5	49
5	Positive psychology goes to school: Are we there yet?. <i>Psychology in the Schools</i> , <b>2004</b> , 41, 101-110	1.5	73
4	Using Interventions That Exist in the Natural Environment to Increase Treatment Integrity and Social Influence in Consultation. <i>Journal of Educational and Psychological Consultation</i> , <b>2003</b> , 14, 139-156 <sup>1.1</sup>		15
3	A Comparison of School Psychologists' Acceptability, Training, and Use of Norm-Referenced, Curriculum-Based, and Brief Experimental Analysis Methods to Assess Reading. <i>School Psychology Review</i> , <b>2003</b> , 32, 272-281	1.6	16
2	Good, bad, or in-between: How does the daily behavior report card rate?. <i>Psychology in the Schools</i> , <b>2002</b> , 39, 157-169	1.5	53
1	Generalization Programming and School-Based Consultation: An Examination of Consultees' Generalization of Consultation-Related Skills. <i>Journal of Educational and Psychological Consultation</i> , <b>2001</b> , 12, 217-241	1.1	21