

Applying Positive Behavior Support and Functional Beh

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Overview of the Functional Behavioral Assessment Process. <i>Exceptionality</i> , 2000, 8, 149-160.	1.1	88
2	Elements of Behavior Support Plans: A Technical Brief. <i>Exceptionality</i> , 2000, 8, 205-215.	1.1	55
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181	A Comparison of Function-Based Replacement Behaviors for Escape-Motivated Students. <i>Journal of Emotional and Behavioral Disorders</i> , 2012, 20, 115-125.	1.1	15
182	Schoolwide Positive Behavior Support in an Alternative School Setting. <i>Journal of Emotional and Behavioral Disorders</i> , 2012, 20, 275-288.	1.1	42
183	A Randomized Controlled Trial of a Standardized Behavior Management Intervention for Students With Externalizing Behavior. <i>Journal of Emotional and Behavioral Disorders</i> , 2012, 20, 169-183.	1.1	12
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189	Chapter 7 Mental Health Issues and Students with Emotional and Behavioral Disorders. <i>Advances in Special Education</i> , 2012, , 129-155.	0.1	0
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270	Whole school behaviour management and perceptions of behaviour problems in Australian primary schools. <i>Management in Education</i> , 2015, 29, 164-171.	0.9	5
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279	Do School-Wide Positive Behavioral Interventions and Supports, Not Exclusionary Discipline Practices. <i>Advances in Learning and Behavioral Disabilities</i> , 2016, , 175-196.	0.3	2
280	Issues in Integrating Psychotropic and Intensive Behavioral Interventions for Students With Emotional and Behavioral Challenges in Schools. <i>Journal of Emotional and Behavioral Disorders</i> , 2016, 24, 148-158.	1.1	11
281	Evolutionary Perspectives on Child Development and Education. <i>Evolutionary Psychology</i> , 2016, , .	1.8	16

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285	Training Public School Special Educators to Implement Two Functional Analysis Models. <i>Journal of Behavioral Education</i> , 2016, 25, 249-274.	0.9	24
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289	A Conceptual Model of Structured Support in Physical Education. <i>Preventing School Failure</i> , 2016, 60, 259-266.	0.4	1
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291	A Review of Functional Analysis Methods Conducted in Public School Classroom Settings. <i>Journal of Behavioral Education</i> , 2016, 25, 324-356.	0.9	39
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295	What do educators know, do, and think about behavior? An analysis of special and general educators' knowledge of evidence-based behavioral interventions. <i>Preventing School Failure</i> , 2017, 61, 1-13.	0.4	13
296	Readiness for Positive Behavioral Interventions and Supports and School Mental Health Interconnection: Preliminary Development of a Stakeholder Survey. <i>Journal of Emotional and Behavioral Disorders</i> , 2017, 25, 82-95.	1.1	11
297	Teaching Stimulus Control via Class-Wide Multiple Schedules of Reinforcement in Public Elementary School Classrooms. <i>Journal of Positive Behavior Interventions</i> , 2017, 19, 14-25.	1.2	8
298	Implementing Positive Behavior Support in Preschools. <i>Journal of Positive Behavior Interventions</i> , 2017, 19, 48-60.	1.2	26
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303	Positive Education in Australia: Practice, Measurement, and Future Directions. , 2017, , 101-122.		48
304	Behavior and classroom management: Are teacher preparation programs really preparing our teachers?. <i>Preventing School Failure</i> , 2017, 61, 163-169.	0.4	98
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307	Providing supportive transition services to individuals with autism spectrum disorder: Considerations for vocational rehabilitation professionals. <i>Journal of Vocational Rehabilitation</i> , 2017, 47, 207-222.	0.5	12
308	On promoting understanding and equity through compassionate educational practice: Toward a new inclusion. <i>Psychology in the Schools</i> , 2017, 54, 1229-1237.	1.1	9
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313	Color Coded Cards for Student Behavior Management in Higher Education Environments. <i>International Review of Research in Open and Distance Learning</i> , 2017, 18, .	1.0	0
314	Entanglements of Discipline, Behavioral Intervention, Race, and Disability. <i>Journal of Cases in Educational Leadership</i> , 2017, 20, 131-144.	0.2	6
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316	Staff perceptions of positive behavioural support in a secure forensic adult mental health setting. <i>Journal of Forensic Practice</i> , 2018, 20, 42-53.	0.2	5
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322	Systematic Review of Problem Behavior Interventions: Outcomes, Demographics, and Settings. <i>Journal of Autism and Developmental Disorders</i> , 2018, 48, 3261-3272.	1.7	23
324	Issues and Trends in the Journal of Positive Behavior Interventions: Severe Problem Behavior and Severe Disabilities. <i>Journal of Positive Behavior Interventions</i> , 2018, 20, 27-30.	1.2	2
325	The Datafication of Learning: Data Technologies as Reflection Issue in the System of Education. <i>Studies in Philosophy and Education</i> , 2018, 37, 433-449.	0.3	10
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327	Training Students With Behavioral Problems to Recruit Teacher Praise. <i>Beyond Behavior</i> , 2018, 27, 37-44.	0.4	0
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329	Functional assessment-based interventions: Focusing on the environment and considering function. <i>Preventing School Failure</i> , 2018, 62, 25-36.	0.4	2
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331	Incorporating Function-based Support into Social Skills Interventions to Enhance Generalization. <i>Advances in Learning and Behavioral Disabilities</i> , 2018, , 145-160.	0.3	0
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333	Understanding and trumping behavioral concerns in the classroom. <i>Preventing School Failure</i> , 2018, 62, 239-249.	0.4	5
335	The Ins and Outs: How Principals Can Smooth Transitions Between School and Juvenile Justice Centres. <i>Australasian Journal of Special and Inclusive Education</i> , 2018, 42, 158-170.	0.3	0
336	Reconceptualizing Inclusive Education Through Multi-Tiered System of Support. <i>Inclusion</i> , 2018, 6, 3-18.	0.9	17
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338	Redefining Opportunity for the Library Employee with Autism: A Model of Positive Behavioral Support for Library Management. <i>Journal of Library Administration</i> , 2018, 58, 434-448.	0.4	4
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341	Commentary on "Positive behaviour support in Australian disability policy, and its future with the National Disability Insurance Scheme (NDIS)" (Hayward, McKay-Brown, & Poed, 2019). <i>Research and Practice in Intellectual and Developmental Disabilities</i> , 2019, 6, 24-35.	0.5	4
342	An examination of the association between MTSS implementation fidelity measures and student outcomes. <i>Preventing School Failure</i> , 2019, 63, 308-316.	0.4	17
343	School Leadership: Implicit Bias and Social Justice. , 2019, , 1-26.		2
344	Improving Student Behavior in Middle Schools: Results of a Classroom Management Intervention. <i>Journal of Positive Behavior Interventions</i> , 2019, 21, 213-227.	1.2	24
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346	The Data of Deviance: Disintegrative Shaming and Exclusion in Queensland Schools. <i>Interchange</i> , 2019, 50, 537-548.	1.0	3
347	The Exclusionary Discipline of American Indian and Alaska Native (AI/AN) Students with and Without Disabilities: A Civil Rights Data Collection (CRDC) National Analysis. <i>Journal of Child and Family Studies</i> , 2019, 28, 3327-3337.	0.7	19
348	Teacher Implementation and Intensification of Behavior Supports Within and Across Tiers: Introduction to the Special Section. <i>Elementary School Journal</i> , 2019, 119, 535-541.	0.9	3
349	Race, Response to Intervention, and Reading Research. <i>Journal of Literacy Research</i> , 2019, 51, 394-419.	0.5	16
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351	How do participant experiences and characteristics influence engagement in exercise referral? A qualitative longitudinal study of a scheme in Northumberland, UK. <i>BMJ Open</i> , 2019, 9, e024370.	0.8	19
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354	Addressing Student Internalizing Behavior Through Multi-tiered System of Support. <i>School Mental Health</i> , 2019, 11, 290-293.	1.1	3
355	Implementation of Promising Practices that Support Students With Emotional and Behavioral Disorders. <i>Behavioral Disorders</i> , 2019, 44, 117-128.	0.8	25
356	The mass production of learning: positive behaviour in a datafied education system. <i>Nordic Journal of Studies in Educational Policy</i> , 2019, 5, 153-164.	0.5	3
357	Can Less Be More for Students At-Risk for Emotional and Behavioral Disorders: Evaluating Components of Check-In/Check-Out. <i>Education and Treatment of Children</i> , 2019, 42, 469-488.	0.6	4

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361	The relative impact of school-wide positive behavior support on teachers' perceptions of student behavior across schools, teachers, and students. <i>Psychology in the Schools</i> , 2019, 56, 232-241.	1.1	8
362	Do no-excuses disciplinary practices promote success?. <i>Journal of Urban Affairs</i> , 2020, 42, 617-633.	1.0	29
363	How effective are targeted interventions for externalizing behavior when delivered in primary schools?. <i>International Journal of School and Educational Psychology</i> , 2020, 8, 161-173.	1.0	3
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