

T F Mclaughlin

List of Publications by Year in descending order

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87
papers

1,215
citations

394421

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docs citations

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times ranked

484
citing authors

#	ARTICLE	IF	CITATIONS
1	The Effects of Direct Instruction Flashcard and Math Racetrack Procedures on Mastery of Basic Multiplication Facts by Three Elementary School Students. <i>Education and Treatment of Children</i> , 2014, 37, 77-93.	0.9	18
2	An Evaluation of a Direct Instructions Flashcard System on the Acquisition and Generalization of Numerals, Shapes, and Colors for Preschool-Aged Students with Developmental Delays. <i>Journal of Developmental and Physical Disabilities</i> , 2013, 25, 461-473.	1.6	6
3	The Effects of Using Handwriting Without Tears and a Handwriting Racetrack to Teach Five Preschool Students with Disabilities Pre Handwriting and Handwriting. <i>Journal of Occupational Therapy, Schools, and Early Intervention</i> , 2013, 6, 255-268.	0.7	4
4	The Multiple Effects of Direct Instruction Flashcards on Sight Word Acquisition, Passage Reading, and Errors for Three Middle School Students with Intellectual Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2011, 23, 241-255.	1.6	20
5	Using Functional Analysis to Assess Alertness and Seizures in a 24-year-old Woman with Intellectual Disabilities: A Case Report. <i>Journal of Developmental and Physical Disabilities</i> , 2011, 23, 433-438.	1.6	2
6	The Effects of Hand-Over-Hand and a Dot-to-Dot Tracing Procedure on Teaching an Autistic Student to Write his Name. <i>Journal of Developmental and Physical Disabilities</i> , 2009, 21, 131-138.	1.6	6
7	The Effects of Model, Lead, and Test Technique with Visual Prompts Paired with a Fading Procedure to Teach "Where" to a 13-Year-Old Echolalic Boy with Autism. <i>Journal of Developmental and Physical Disabilities</i> , 2008, 20, 31-39.	1.6	8
8	Effects of the Copy, Cover, and Compare Procedure on the Math and Spelling Performance of a High School Student With Behavioral Disorder: A Case Report. <i>Preventing School Failure</i> , 2008, 52, 45-52.	0.7	13
9	The Effects of Teach Your Child to Read in 100 Easy Lessons on the Acquisition and Generalization of Reading Skills with a Primary Student with ADHD/PI. <i>Child and Family Behavior Therapy</i> , 2008, 30, 61-68.	0.6	0
10	The Effects of a Direct Instruction Flashcard System on Multiplication Fact Mastery by Two High School Students with ADHD and ODD. <i>Child and Family Behavior Therapy</i> , 2008, 30, 51-59.	0.6	21
11	The Effects of a Reinforcement Package for On-Task and Reading Behavior with At-Risk and Middle School Students with Disabilities. <i>Child and Family Behavior Therapy</i> , 2007, 29, 9-25.	0.6	12
12	The Effects of Fading, Modeling, Prompting, and Direct Instruction on Letter Legibility for Two Preschool Students with Physical and Developmental Delays. <i>Child and Family Behavior Therapy</i> , 2007, 29, 13-21.	0.6	16
13	The Use of a Modified Direct Instruction Flashcard System with Two High School Students with Developmental Disabilities. <i>Journal of Developmental and Physical Disabilities</i> , 2007, 19, 409-415.	1.6	17
14	Effects of Increased Response Effort and Reinforcer Delay on Choice and Aberrant Behavior. <i>Behavior Modification</i> , 2005, 29, 642-652.	1.6	10
15	Risky Firearms Behavior in Low-Income Families of Elementary School Children: The Impact of Poverty, Fear of Crime, and Crime Victimization on Keeping and Storing Firearms. <i>Journal of Family Violence</i> , 2004, 19, 175-184.	3.3	17
16	AN ANALYSIS OF INITIAL ACQUISITION AND MAINTENANCE OF SIGHT WORDS FOLLOWING PICTURE MATCHING AND COPY, COVER, AND COMPARE TEACHING METHODS. <i>Journal of Applied Behavior Analysis</i> , 2004, 37, 339-349.	2.7	6
17	The Effects of Active and Violent Play Activities on Brief Functional Analysis Outcomes. <i>Journal of Developmental and Physical Disabilities</i> , 2003, 15, 93-99.	1.6	4
18	Using functional analysis procedures to monitor medication effects in an outpatient and school setting. <i>Psychology in the Schools</i> , 2002, 39, 73-76.	1.8	20

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19	Toilet Training an Adolescent with Severe Mental Retardation in the Classroom: A Case Study. <i>Journal of Developmental and Physical Disabilities</i> , 2002, 14, 111-118.	1.6	10
20	The Use of Precision Requests to Decrease Noncompliance in the Home and Neighborhood: A Case Study. <i>Child and Family Behavior Therapy</i> , 2001, 23, 41-50.	0.6	7
21	The Effects of Structured Free-Time on Request Compliance and On-Task Behavior of a Preadolescent with ADHD. <i>Child and Family Behavior Therapy</i> , 2000, 22, 51-59.	0.6	2
22	Modifying Children's Responses to Unsecured Firearms and Modifying the Keeping and Storage of Firearms in Families of Elementary School Children: A Possible Role for Child Behavior Therapy. <i>Child and Family Behavior Therapy</i> , 2000, 22, 21-31.	0.6	0
23	Title is missing!. <i>Journal of Developmental and Physical Disabilities</i> , 2000, 12, 333-347.	1.6	35
24	A Comparison of Copy, Cover, and Compare and a Traditional Spelling Intervention for an Adolescent with a Conduct Disorder. <i>Child and Family Behavior Therapy</i> , 2000, 22, 55-68.	0.6	18
25	The Impact of Poverty, Fear of Crime, and Crime Victimization on Keeping Firearms for Protection and Unsafe Gun-Storage Practices. <i>Urban Education</i> , 2000, 35, 496-510.	1.8	16
26	Behavioral training for teachers in special education: the Gonzaga University program. <i>Behavioral Interventions</i> , 1999, 14, 83-134.	1.0	23
27	The Effects of Contingency Contracting to Improve the Mechanics of Written Language with a Middle School Student with Behavior Disorders. <i>Child and Family Behavior Therapy</i> , 1999, 21, 39-48.	0.6	14
28	Effects of token reinforcement and response cost on the accuracy of spelling performance with middle-school special education students with behavior disorders. <i>Behavioral Interventions</i> , 1998, 13, 1-10.	1.0	16
29	The effects of bonus contingencies in a classwide token program on math accuracy with middle-school students with behavioral disorders. <i>Behavioral Interventions</i> , 1998, 13, 11-19.	1.0	12
30	Suggested behavioral interventions in the classroom to assist students prenatally exposed to drugs. <i>Behavioral Interventions</i> , 1998, 13, 91-109.	1.0	3
31	Effects of the Add-A-Word Spelling Program on Test Accuracy, Grades, and Retention of Spelling Words with Fifth and Sixth Grade Regular Education Students. <i>Child and Family Behavior Therapy</i> , 1997, 19, 23-35.	0.6	12
32	Title is missing!. <i>Journal of Behavioral Education</i> , 1997, 7, 295-306.	1.3	104
33	The Effects of Reading Racetracks on the Sight Word Acquisition and Fluency of Elementary Students. <i>Journal of Behavioral Education</i> , 1997, 7, 219-233.	1.3	20
34	The effects of reciprocal peer tutoring with a group contingency on quiz performance in vocabulary with seventh-and eighth-grade students. <i>Behavioral Interventions</i> , 1997, 12, 27-40.	1.0	15
35	USE OF ASSISTED READING TO INCREASE CORRECT READING RATES AND DECREASE ERROR RATES OF STUDENTS WITH LEARNING DISABILITIES. <i>Journal of Applied Behavior Analysis</i> , 1996, 29, 255-257.	2.7	21
36	Educational capital: A proposed model and its relationship to academic and social behavior of students at risk. <i>Journal of Behavioral Education</i> , 1996, 6, 135-152.	1.3	10

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37	Training pre-adolescent and adolescent students with moderate mental retardation name writing skills. <i>Journal of Developmental and Physical Disabilities</i> , 1996, 8, 105-115.	1.6	12
38	Effects of a Breakfast Program on On-Task Behaviors of Vocational High School Students. <i>Journal of Educational Research</i> , 1996, 90, 111-115.	1.6	13
39	Improving Academic Performance Through Self-Management: Cover, Copy, and Compare. <i>Intervention in School and Clinic</i> , 1996, 32, 113-118.	1.0	26
40	The Use of a Time-Out Ribbon and Precision Requests to Improve Child Compliance in the Classroom. <i>Child and Family Behavior Therapy</i> , 1996, 17, 1-9.	0.6	9
41	Effectiveness of Self-Management on Attentional Behavior and Reading Comprehension for Children with Attention Deficit Disorder. <i>Child and Family Behavior Therapy</i> , 1995, 17, 1-17.	0.6	41
42	The Effects of an In-Class Breakfast Program on Attendance and On-Task Behavior of High School Students. <i>Child and Family Behavior Therapy</i> , 1994, 16, 1-8.	0.6	23
43	Teaching Preschool Children with Disabilities Tutoring Skills. <i>Child and Family Behavior Therapy</i> , 1994, 16, 43-63.	0.6	11
44	Use of a Timeout Ribbon with and without Consequences as Procedures to Improve a Child's Compliance. <i>Perceptual and Motor Skills</i> , 1994, 79, 945-946.	1.3	4
45	Use of Assisted Reading to Improve Reading Rate, Word Accuracy, and Comprehension with ESL Spanish-Speaking Students. <i>Perceptual and Motor Skills</i> , 1994, 79, 227-230.	1.3	13
46	An Evaluation of a Glasser Quality Classroom: No Effects on Achievement in Mathematics but on Attitude towards School. <i>Perceptual and Motor Skills</i> , 1994, 78, 478-478.	1.3	0
47	Improving Disadvantaged Families' Educational Skills: Changes in Children and Caregivers. <i>Psychological Reports</i> , 1994, 75, 701-702.	1.7	0
48	The NCATE Process and behaviorally-based special education. <i>Journal of Behavioral Education</i> , 1993, 3, 39-59.	1.3	1
49	The effects of notetaking and self-questioning on quiz performance. <i>Science Education</i> , 1993, 77, 75-82.	3.0	29
50	An Analysis and Evaluation of Educator Selected Data Collection Procedures in Actual School Settings. <i>Child and Family Behavior Therapy</i> , 1993, 15, 61-64.	0.6	3
51	Use of Contingency Contracting to Increase On-Task Behavior with Primary Students. <i>Psychological Reports</i> , 1993, 72, 905-906.	1.7	8
52	Training Tutoring Skills with Preschool Children with Disabilities in a Classroom Setting. <i>Child and Family Behavior Therapy</i> , 1993, 15, 1-36.	0.6	20
53	Using Self-Recording of On-Task Behavior by a Preschool Child with Disabilities. <i>Perceptual and Motor Skills</i> , 1993, 77, 786-786.	1.3	4
54	Comparison of Add-A-Word and Compu Spell Programs With Low-Achieving Students. <i>Journal of Educational Research</i> , 1992, 85, 362-369.	1.6	14

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55	The Social Structural, Family, School, and Personal Characteristics of At-Risk Students: Policy Recommendations for School Personnel. <i>Journal of Education</i> , 1992, 174, 9-25.	1.1	24
56	Use of a Personalized System of Instruction with and without a Same-Day Retake Contingency on Spelling Performance of Behaviorally Disordered Children. <i>Behavioral Disorders</i> , 1991, 16, 127-132.	1.2	11
57	An analysis and replication of the Add-A-Word Spelling Program with mildly handicapped middle school students. <i>Journal of Behavioral Education</i> , 1991, 1, 413-426.	1.3	21
58	Classroom procedures for remediating behavior disorders. <i>Journal of Developmental and Physical Disabilities</i> , 1991, 3, 349-384.	1.6	4
59	Treatment of behavior disorders by parents and in the home. <i>Journal of Developmental and Physical Disabilities</i> , 1991, 3, 385-407.	1.6	3
60	Student Research, Its Place in Behavior Analysis. <i>Child and Family Behavior Therapy</i> , 1991, 13, 73-77.	0.6	2
61	The Effects of a Peer Tutoring Spelling Game on Academic Performance and Student Attitudes. <i>Child and Family Behavior Therapy</i> , 1991, 12, 1-10.	0.6	1
62	The Effects of Wilderness Camping and Hiking on the Self-Concept and the Environmental Attitudes and Knowledge of Twelfth Graders. <i>Journal of Environmental Education</i> , 1991, 22, 34-44.	1.8	30
63	Self-Recording:. <i>Child and Family Behavior Therapy</i> , 1990, 12, 1-11.	0.6	4
64	Effects of a Group Response Cost Contingency Procedure on the Rate of Classroom Interruptions with Emotionally Disturbed Secondary Students. <i>Child and Family Behavior Therapy</i> , 1990, 12, 1-12.	0.6	19
65	Using Free-Time to Reduce Verbal and Behavioral Interruptions in a High School Residential Classroom Setting. <i>Child and Family Behavior Therapy</i> , 1989, 10, 1-9.	0.6	2
66	The Token Economy. , 1988, , 469-487.		15
67	A Comparison of Daily and Weekly Testing on Student Spelling Performance. <i>Journal of Educational Research</i> , 1987, 80, 373-376.	1.6	15
68	An Evaluation of a Self-Protection Skills Program for the Mildly Handicapped. <i>Child and Family Behavior Therapy</i> , 1987, 8, 29-37.	0.6	7
69	Self-Monitoring: Effects for On-Task and Time to Complete Assignments. <i>Remedial and Special Education</i> , 1985, 6, 50-51.	2.3	1
70	The Effects of Self-Recording for On-Task Behavior of Behaviorally Disordered Special Education Students. <i>Remedial and Special Education</i> , 1985, 6, 42-45.	2.3	25
71	Effects of Free Time on Grammar Skills of Adolescent Handicapped Students. <i>Journal of Educational Research</i> , 1984, 77, 312-318.	1.6	11
72	A Comparison of Individual and Group Contingencies on Spelling Performance with Special Education Students. <i>Child and Family Behavior Therapy</i> , 1983, 4, 1-10.	0.6	14

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73	Model Implementation and Classroom Achievement in the Northern Cheyenne Behavior Analysis Follow Through Project. <i>Child and Family Behavior Therapy</i> , 1983, 4, 103-111.	0.6	7
74	Effects of Self-Determined and High Performance Standards on Spelling Performance:. <i>Child and Family Behavior Therapy</i> , 1983, 4, 55-61.	0.6	11
75	Effects of Self-Recording for On-Task and Academic Responding: A Long Term Analysis. <i>Journal of Special Education Technology</i> , 1983, 6, 5-12.	2.2	21
76	Effects of Self-Recording and Self-Recording + Matching on Academic Performance. <i>Child Behavior Therapy</i> , 1982, 3, 17-27.	0.2	22
77	AN ANALYSIS OF TOKEN REINFORCEMENT:. <i>Child Behavior Therapy</i> , 1982, 3, 43-50.	0.2	16
78	Using Public Posting and Group Consequences to Manage Student Behavior during Supervision. <i>Journal of Educational Research</i> , 1982, 76, 29-34.	1.6	9
79	How to develop back-up reinforcers for classroom token economies. <i>NSPI Journal</i> , 1976, 15, 12-13.	0.0	0
80	Some ways to control inflation in token economies. <i>NSPI Journal</i> , 1976, 15, 15-15.	0.0	0
81	Self-Control in the Classroom. <i>Review of Educational Research</i> , 1976, 46, 631-663.	7.5	64
82	Partial Component Analysis of an Inexpensive Token System across Two Classrooms. <i>Psychological Reports</i> , 1975, 37, 362-362.	1.7	2
83	Differential Effects of Token Reinforcement to Increase Class Participation in Constructing Questions over Science Films. <i>Psychological Reports</i> , 1975, 37, 306-306.	1.7	1
84	The applicability of token reinforcement systems in public school systems. <i>Psychology in the Schools</i> , 1975, 12, 84-89.	1.8	12
85	Note on Combined and Separate Effects of Token Reinforcement and Response Cost on Completing Assignments. <i>Psychological Reports</i> , 1974, 35, 1132-1132.	1.7	2
86	Set of Procedures to Improve Accuracy of Performance and Decrease Time to Complete Mathematics Problems. <i>Psychological Reports</i> , 1974, 35, 1092-1092.	1.7	0
87	Intrinsic reinforcers in a classroom token economy ¹ . <i>Journal of Applied Behavior Analysis</i> , 1972, 5, 263-270.	2.7	63