

Ruth Anne Rehfeldt

List of Publications by Year in descending order

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Version: 2024-02-01

90
papers

2,211
citations

186265

28
h-index

265206

42
g-index

93
all docs

93
docs citations

93
times ranked

1023
citing authors

#	ARTICLE	IF	CITATIONS
1	Towards a Modern-Day Teaching Machine: The Synthesis of Programmed Instruction and Online Education. <i>Psychological Record</i> , 2021, 71, 85-94.	0.9	13
2	The Beethoven Revolution: A Case Study in Selection by Consequence. <i>Perspectives on Behavior Science</i> , 2021, 44, 69-86.	1.9	5
3	Why We Are Not Acting to Save Ourselves: ACT, Health, and Culture. <i>Behavior Analysis in Practice</i> , 2021, , 1-16.	2.0	4
4	â€œInâ€•or â€œOutâ€? An Analysis of the Use of Augmentals in U.S. Presidential Speeches on the Paris Climate Agreement. <i>Behavior and Social Issues</i> , 2021, 30, 692-711.	1.4	1
5	Music as a Cultural Inheritance System: A Contextual-Behavioral Model of Symbolism, Meaning, and the Value of Music. <i>Behavior and Social Issues</i> , 2021, 30, 749-773.	1.4	6
6	Editorial: Rendezvous With Truth and Discovery. <i>Behavior and Social Issues</i> , 2020, 29, 1-14.	1.4	14
7	Collective Editorial: Ten Guidelines for Strategic Social Action. <i>Behavior and Social Issues</i> , 2020, 29, 15-30.	1.4	12
8	A Review of Devra Davisâ€™s (2007) <i>The Secret History of the War on Cancer: Can the Science of Behavior Contribute to the War on Cancer?</i> . <i>Behavior and Social Issues</i> , 2020, 29, 242-254.	1.4	1
9	The impact of mindfulness skills on interactions between direct care staff and adults with developmental disabilities. <i>Journal of Contextual Behavioral Science</i> , 2019, 12, 160-169.	2.6	11
10	On the role of context in the analysis of MOs: The search for Occam's razor. <i>Journal of the Experimental Analysis of Behavior</i> , 2019, 112, 44-46.	1.1	3
11	Exploring the Efficacy of Acceptance and Commitment Therapy and Behavioral Skills Training to Teach Interview Skills to Adults with Autism Spectrum Disorders. <i>Advances in Neurodevelopmental Disorders</i> , 2019, 3, 450-456.	1.1	11
12	Autism Beyond Early Intensive Behavioral Intervention. <i>Advances in Neurodevelopmental Disorders</i> , 2019, 3, 347-351.	1.1	2
13	Effects of deictic framing and defusion on the development of self-as-context in individuals with disabilities. <i>Journal of Contextual Behavioral Science</i> , 2019, 12, 55-58.	2.6	4
14	Identifying Accurate and Inaccurate Stimulus Relations: Human and Computer Learning. <i>Psychological Record</i> , 2019, 69, 333-356.	0.9	6
15	Clarifying the nature and purpose of behavioral assessment: A response to Newsome et al.. <i>Journal of Contextual Behavioral Science</i> , 2019, 14, 37-39.	2.6	6
16	An Investigation of the Efficacy of Asynchronous Discussion on Studentsâ€™ Performance in an Online Research Method Course. <i>Behavior Analysis in Practice</i> , 2018, 11, 274-278.	2.0	17
17	Why We Are Still Not Acting to Save the World: the Upward Challenge of a Post-Skinnerian Behavior Science. <i>Perspectives on Behavior Science</i> , 2018, 41, 241-267.	1.9	36
18	On the efficacy of mindfulness, defusion, and behavioral skills training on job interviewing skills in dually-diagnosed adults with developmental disorders. <i>Journal of Contextual Behavioral Science</i> , 2017, 6, 145-151.	2.6	16

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19	Some Refinements of a Methodology for Examining the Influence of Overt and Covert Self-Rules on Task Completion. <i>Journal of Developmental and Physical Disabilities</i> , 2017, 29, 475-488.	1.6	2
20	Selection-Based Instruction with Touch-Screen Video and the Emergence of Exact, Recombinative, and Novel Topography-Based Responses to Interview Questions. <i>The Analysis of Verbal Behavior</i> , 2016, 32, 194-204.	0.2	4
21	Comparing the Efficacy of Peer versus Staff Models on Observational Learning in Adults with Developmental Disorders. <i>Journal of Developmental and Physical Disabilities</i> , 2016, 28, 609-622.	1.6	2
22	On the role of values clarification and committed actions in enhancing the engagement of direct care workers with clients with severe developmental disorders. <i>Journal of Contextual Behavioral Science</i> , 2016, 5, 201-207.	2.6	29
23	Beginning the Dialogue on the e-Transformation: Behavior Analysis™ First Massive Open Online Course (MOOC). <i>Behavior Analysis in Practice</i> , 2016, 9, 3-13.	2.0	13
24	Facilitating derived requesting skills with a touchscreen tablet computer for children with autism spectrum disorder. <i>Research in Autism Spectrum Disorders</i> , 2015, 19, 44-58.	1.5	19
25	Further Analysis of Selection-Based Instruction, Lag Reinforcement Schedules, and the Emergence of Topography-Based Responses to Interview Questions. <i>The Analysis of Verbal Behavior</i> , 2015, 31, 126-136.	0.2	5
26	An Evaluation of Instruction in Visual Imagining on the Written Spelling Performance of Adolescents with Learning Disabilities. <i>The Analysis of Verbal Behavior</i> , 2015, 31, 118-125.	0.2	7
27	Learning Skinner™s Verbal Operants: Comparing an Online Stimulus Equivalence Procedure to an Assigned Reading. <i>The Analysis of Verbal Behavior</i> , 2015, 31, 255-266.	0.2	17
28	The Effects of Auditory Tact and Auditory Imagining Instructions on the Emergence of Novel Intraverbals. <i>The Analysis of Verbal Behavior</i> , 2015, 31, 236-254.	0.2	5
29	Evaluating the Effectiveness of the Stimulus Pairing Observation Procedure and Multiple Exemplar Instruction on Tact and Listener Responses in Children with Autism. <i>The Analysis of Verbal Behavior</i> , 2014, 30, 160-169.	0.2	25
30	Implementing the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP): Teaching Assessment Techniques. <i>The Analysis of Verbal Behavior</i> , 2014, 30, 36-47.	0.2	35
31	Selection-Based Instruction and the Emergence of Topography-Based Responses to Interview Questions. <i>The Analysis of Verbal Behavior</i> , 2014, 30, 178-183.	0.2	11
32	Facilitating requesting skills using high-tech augmentative and alternative communication devices with individuals with autism spectrum disorders: A systematic review. <i>Research in Autism Spectrum Disorders</i> , 2014, 8, 1184-1199.	1.5	58
33	Evaluation of the iPad in the acquisition of requesting skills for children with autism spectrum disorder. <i>Research in Autism Spectrum Disorders</i> , 2014, 8, 1107-1120.	1.5	68
34	Effects of dictation-taking and match-to-sample training on listing and spelling responses in adults with intellectual disabilities. <i>Journal of Applied Behavior Analysis</i> , 2013, 46, 792-804.	2.7	12
35	Effects of fluency instruction on selection-based and topography-based comprehension measures. <i>Research in Autism Spectrum Disorders</i> , 2013, 7, 639-647.	1.5	10
36	EXAMINING THE UTILITY OF THE STIMULUS PAIRING OBSERVATION PROCEDURE WITH PRESCHOOL CHILDREN LEARNING A SECOND LANGUAGE. <i>Journal of Applied Behavior Analysis</i> , 2012, 45, 173-177.	2.7	28

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37	Promoting derived textual control within activity schedules may lead to independence for children with autism spectrum disorder. <i>Evidence-Based Communication Assessment and Intervention</i> , 2012, 6, 181-184.	0.6	0
38	AN EVALUATION OF THE STIMULUS EQUIVALENCE PARADIGM TO TEACH SINGLE-SUBJECT DESIGN TO DISTANCE EDUCATION STUDENTS VIA BLACKBOARD. <i>Journal of Applied Behavior Analysis</i> , 2012, 45, 329-344.	2.7	58
39	Exploring the efficacy of behavioral skills training to teach basic behavior analytic techniques to oral care providers. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 978-987.	1.5	14
40	EMERGENT INTRAVERBAL RESPONSES VIA TACT AND MATCH-TO-SAMPLE INSTRUCTION. <i>Journal of Applied Behavior Analysis</i> , 2012, 45, 601-605.	2.7	48
41	COMPARISON OF A STIMULUS EQUIVALENCE PROTOCOL AND TRADITIONAL LECTURE FOR TEACHING SINGLE-SUBJECT DESIGNS. <i>Journal of Applied Behavior Analysis</i> , 2011, 44, 819-833.	2.7	38
42	An evaluation of strategies for training staff to implement the picture exchange communication system. <i>Research in Autism Spectrum Disorders</i> , 2011, 5, 1574-1583.	1.5	32
43	Effects of Multiple Exemplar Training on the Emergence of Derived Relations in Preschool Children Learning a Second Language. <i>The Analysis of Verbal Behavior</i> , 2011, 27, 61-74.	0.2	37
44	TOWARD A TECHNOLOGY OF DERIVED STIMULUS RELATIONS: AN ANALYSIS OF ARTICLES PUBLISHED IN THE JOURNAL OF APPLIED BEHAVIOR ANALYSIS, 1992-2009. <i>Journal of Applied Behavior Analysis</i> , 2011, 44, 109-119.	2.7	108
45	A Relational Frame Theory Approach to Understanding Perspective-Taking Using Children's Stories in Typically Developing Children. <i>European Journal of Behavior Analysis</i> , 2011, 12, 403-430.	0.9	22
46	The Effects of Points for Preparation Guides in Interteaching Procedures. <i>European Journal of Behavior Analysis</i> , 2010, 11, 115-132.	0.9	10
47	A POINT CONTINGENCY FOR HOMEWORK SUBMISSION IN THE GRADUATE SCHOOL CLASSROOM. <i>Journal of Applied Behavior Analysis</i> , 2010, 43, 499-502.	2.7	14
48	USING THE STIMULUS EQUIVALENCE PARADIGM TO TEACH COURSE MATERIAL IN AN UNDERGRADUATE REHABILITATION COURSE. <i>Journal of Applied Behavior Analysis</i> , 2010, 43, 615-633.	2.7	42
49	THE EFFECTS OF BEHAVIORAL SKILLS TRAINING ON IMPLEMENTATION OF THE PICTURE EXCHANGE COMMUNICATION SYSTEM. <i>Journal of Applied Behavior Analysis</i> , 2009, 42, 541-549.	2.7	71
50	OBSERVATIONAL LEARNING AND THE EMERGENCE OF SYMMETRY RELATIONS IN TEACHING SPANISH VOCABULARY WORDS TO TYPICALLY DEVELOPING CHILDREN. <i>Journal of Applied Behavior Analysis</i> , 2009, 42, 801-805.	2.7	27
51	CONSTRUCTING AND DERIVING RECIPROCAL TRIGONOMETRIC RELATIONS: A FUNCTIONAL ANALYTIC APPROACH. <i>Journal of Applied Behavior Analysis</i> , 2009, 42, 191-208.	2.7	40
52	THE ROLE OF OVERT AND COVERT SELF-RULES IN ESTABLISHING A DAILY LIVING SKILL IN ADULTS WITH MILD DEVELOPMENTAL DISABILITIES. <i>Journal of Applied Behavior Analysis</i> , 2008, 41, 393-404.	2.7	14
53	The Effects of Common Names and Common FR Responses on the Emergence of Stimulus Equivalence Classes. <i>European Journal of Behavior Analysis</i> , 2008, 9, 99-120.	0.9	3
54	Investigating the Acquisition, Generalization, and Emergence of Untrained Verbal Operants for Mands Acquired Using the Picture Exchange Communication System in Adults With Severe Developmental Disabilities. <i>The Analysis of Verbal Behavior</i> , 2008, 24, 15-30.	0.2	29

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55	Assessing Relational Learning Deficits in Perspective-Taking in Children With High-Functioning Autism Spectrum Disorder. <i>Psychological Record</i> , 2007, 57, 23-47.	0.9	87
56	The Psychological Record: Reaffirming the Past and Embracing the Future. <i>Psychological Record</i> , 2007, 57, 3-7.	0.9	1
57	CONTRIVING TRANSITIVE CONDITIONED ESTABLISHING OPERATIONS TO ESTABLISH DERIVED MANDING SKILLS IN ADULTS WITH SEVERE DEVELOPMENTAL DISABILITIES. <i>Journal of Applied Behavior Analysis</i> , 2007, 40, 105-121.	2.7	76
58	Functional Skills Training for People with Intellectual and Developmental Disabilities. , 2007, , 581-599.		2
59	Exploring the Development and Dismantling of Equivalence Classes Involving Terrorist Stimuli. <i>Psychological Record</i> , 2006, 56, 83-103.	0.9	36
60	Restoring Americansâ€™ nonequivalent frames of terror: An application of Relational Frame Theory.. <i>The Behavior Analyst Today: A Context for Science With A Commitment for Change</i> , 2006, 7, 275-289.	0.2	5
61	Expanding Vocal Requesting Repertoires via Relational Responding in Adults with Severe Developmental Disabilities. <i>The Analysis of Verbal Behavior</i> , 2005, 21, 13-25.	0.2	12
62	Nonautomated Procedures in Derived Stimulus Relations Research: A Methodological Note. <i>Psychological Record</i> , 2005, 55, 461-481.	0.9	8
63	The Effects of Test Order and Nodal Distance on the Emergence and Stability of Derived Discriminative Stimulus Functions. <i>Psychological Record</i> , 2005, 55, 179-196.	0.9	12
64	The Use of Computer Activity Schedules to Increase Initiation of and Engagement in Domestic and Leisure Activities in an Adult with Acquired Brain Injury. <i>European Journal of Behavior Analysis</i> , 2005, 6, 173-177.	0.9	1
65	ESTABLISHING DERIVED REQUESTING SKILLS IN ADULTS WITH SEVERE DEVELOPMENTAL DISABILITIES. <i>Journal of Applied Behavior Analysis</i> , 2005, 38, 101-105.	2.7	50
66	Evaluating the Establishment and Maintenance of Visual-Visual and Gustatory-Visual Equivalence Relations in Adults With Developmental Disabilities. <i>Behavior Modification</i> , 2005, 29, 696-707.	1.6	14
67	INCREASING THE HAPPINESS OF INDIVIDUALS WITH PROFOUND MULTIPLE DISABILITIES: REPLICATION AND EXTENSION. <i>Journal of Applied Behavior Analysis</i> , 2004, 37, 531-534.	2.7	25
68	CREATING ACTIVITY SCHEDULES USING MICROSOFT® POWERPOINT®. <i>Journal of Applied Behavior Analysis</i> , 2004, 37, 115-128.	2.7	24
69	Evaluating Stress Levels of Parents of Children with Disabilities. <i>Exceptional Children</i> , 2004, 70, 231-244.	2.2	65
70	Using video modeling to teach a domestic skill with an embedded social skill to adults with severe mental retardation. <i>Behavioral Interventions</i> , 2004, 19, 263-274.	1.0	52
71	Using stimulus equivalence technology to teach emotion recognition to adults with acquired brain injury. <i>Brain Injury</i> , 2004, 18, 593-601.	1.2	52
72	The Generalization and Retention of Equivalence Relations in Adults With Mental Retardation. <i>Psychological Record</i> , 2004, 54, 173-186.	0.9	15

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73	Teaching a simple meal preparation skill to adults with moderate and severe mental retardation using video modeling. Behavioral Interventions, 2003, 18, 209-218.	1.0	56
74	Assessing the acquisition and generalization of two mand forms with adults with severe developmental disabilities. Research in Developmental Disabilities, 2003, 24, 265-280.	2.2	51
75	Observational learning and the formation of classes of reading skills by individuals with autism and other developmental disabilities. Research in Developmental Disabilities, 2003, 24, 333-358.	2.2	39
76	ENHANCING TOLERANCE TO DELAYED REINFORCERS: THE ROLE OF INTERVENING ACTIVITIES. Journal of Applied Behavior Analysis, 2003, 36, 263-266.	2.7	37
77	FUNCTIONAL ANALYSIS AND TREATMENT OF VERBAL PERSEVERATIONS DISPLAYED BY AN ADULT WITH AUTISM. Journal of Applied Behavior Analysis, 2003, 36, 259-261.	2.7	44
78	Establishing Preference for Unreliable Reinforcement in Adults with Dual Diagnoses. Psychological Reports, 2003, 93, 161-174.	1.7	0
79	Terrorism and Relational Frame Theory. Behavior and Social Issues, 2003, 12, 129-147.	1.4	37
80	Supported Employment for Adults with High Functioning Autism and Asperger's Syndrome. Australian Journal of Rehabilitation Counselling, 2003, 9, 1-13.	0.5	1
81	ESTABLISHING PREFERENCE FOR UNRELIABLE REINFORCEMENT IN ADULTS WITH DUAL DIAGNOSES. Psychological Reports, 2003, 93, 161.	1.7	1
82	A review of McClannahan and Krantz's Activity Schedules for Children With Autism: Teaching Independent Behavior: Toward the inclusion and integration of children with disabilities. The Behavior Analyst, 2002, 25, 103-108.	2.5	4
83	Transitioning the Elderly into Long-Term Care Facilities. Activities, Adaptation and Aging, 2001, 24, 27-40.	2.4	7
84	DESIGNING INTERVENTIONS THAT INCLUDE DELAYED REINFORCEMENT: IMPLICATIONS OF RECENT LABORATORY RESEARCH. Journal of Applied Behavior Analysis, 2000, 33, 359-371.	2.7	45
85	Understanding complex behavior: The transformation of stimulus functions. The Behavior Analyst, 2000, 23, 239-254.	2.5	139
86	The Long-Term Retention Of Generalized Equivalence Classes. Psychological Record, 2000, 50, 405-428.	0.9	31
87	Untrained Temporal Differentiation and Equivalence Class Formation. Psychological Record, 1998, 48, 481-510.	0.9	11
88	Stimulus Equivalence and The Blocking Effect. Psychological Record, 1998, 48, 647-664.	0.9	15
89	The Operant-Respondent Distinction Revisited: Toward An Understanding Of Stimulus Equivalence. Psychological Record, 1998, 48, 187-210.	0.9	30
90	Ensuring that All that Glistens is Gold: ACTing with Integrity. Behavior Analysis in Practice, 0, , 1.	2.0	0