

Ian Stewart

List of Publications by Year in descending order

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Version: 2024-02-01

80
papers

2,559
citations

186265
28
h-index

214800
47
g-index

84
all docs

84
docs citations

84
times ranked

1575
citing authors

#	ARTICLE	IF	CITATIONS
1	An integrated critical thinking framework for the 21st century. <i>Thinking Skills and Creativity</i> , 2014, 12, 43-52.	3.5	284
2	Validation of the Chronic Pain Acceptance Questionnaire (CPAQ) in an Internet sample and development and preliminary validation of the CPAQ-8. <i>Pain</i> , 2010, 149, 435-443.	4.2	232
3	A Sketch of the Implicit Relational Assessment Procedure (IRAP) and the Relational Elaboration and Coherence (REC) Model. <i>Psychological Record</i> , 2010, 60, 527-542.	0.9	200
4	An evaluation of argument mapping as a method of enhancing critical thinking performance in e-learning environments. <i>Metacognition and Learning</i> , 2012, 7, 219-244.	2.7	85
5	In search of meaning: Values in modern clinical behavior analysis. <i>The Behavior Analyst</i> , 2009, 32, 85-103.	2.5	81
6	DERIVED STIMULUS RELATIONS, SEMANTIC PRIMING, AND EVENT-RELATED POTENTIALS: TESTING A BEHAVIORAL THEORY OF SEMANTIC NETWORKS. <i>Journal of the Experimental Analysis of Behavior</i> , 2005, 84, 417-433.	1.1	78
7	Using the Implicit Association Test and the Implicit Relational Assessment Procedure to Measure Attitudes Toward Meat and Vegetables in Vegetarians and Meat-Eaters. <i>Psychological Record</i> , 2010, 60, 287-305.	0.9	70
8	A relational frame skills training intervention to increase general intelligence and scholastic aptitude. <i>Learning and Individual Differences</i> , 2016, 47, 222-235.	2.7	61
9	A functional-analytic model of analogy using the Relational Evaluation Procedure. <i>Psychological Record</i> , 2004, 54, 531-552.	0.9	58
10	A First Test of the Implicit Relational Assessment Procedure as a Measure of Self-Esteem: Irish Prisoner Groups and University Students. <i>Psychological Record</i> , 2009, 59, 371-387.	0.9	58
11	Anti-fat, pro-slim, or both?. <i>Journal of Health Psychology</i> , 2010, 15, 416-425.	2.3	58
12	Willing and Able: A Closer Look at Pain Willingness and Activity Engagement on the Chronic Pain Acceptance Questionnaire (CPAQ-8). <i>Journal of Pain</i> , 2013, 14, 233-245.	1.4	58
13	The Implicit Relational Assessment Procedure (IRAP) and the Malleability of Ageist Attitudes. <i>Psychological Record</i> , 2009, 59, 591-620.	0.9	56
14	The Implicit Relational Assessment Procedure (Irap) As a Response-Time and Event-Related-Potentials Methodology for Testing Natural Verbal Relations: A Preliminary Study. <i>Psychological Record</i> , 2008, 58, 497-516.	0.9	52
15	Comparing the effects of derived relational training and computer coding on intellectual potential in school-age children. <i>British Journal of Educational Psychology</i> , 2016, 86, 397-411.	2.9	52
16	A FUNCTIONAL-ANALYTIC MODEL OF ANALOGY: A RELATIONAL FRAME ANALYSIS. <i>Journal of the Experimental Analysis of Behavior</i> , 2002, 78, 375-396.	1.1	51
17	The Implicit Relational Assessment Procedure (IRAP) as a Measure of Implicit Relative Preferences: A First Study. <i>Psychological Record</i> , 2009, 59, 621-640.	0.9	48
18	Language Generativity, Response Generalization, and Derived Relational Responding. <i>The Analysis of Verbal Behavior</i> , 2013, 29, 137-155.	0.2	44

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19	Generating Derived Relational Networks Via The Abstraction of Common Physical Properties: A Possible Model of Analogical Reasoning. <i>Psychological Record</i> , 2001, 51, 381-408.	0.9	42
20	Testing the Validity of the Implicit Relational Assessment Procedure and the Implicit Association Test: Measuring Attitudes Toward Dublin and Country Life in Ireland. <i>Psychological Record</i> , 2009, 59, 389-406.	0.9	42
21	Antecedent and consequential control of derived instruction following. <i>Journal of the Experimental Analysis of Behavior</i> , 2014, 102, 66-85.	1.1	42
22	Understanding metaphor: A relational frame perspective. <i>The Behavior Analyst</i> , 2001, 24, 191-199.	2.5	40
23	RFT for clinical use: The example of metaphor. <i>Journal of Contextual Behavioral Science</i> , 2014, 3, 305-313.	2.6	35
24	RELATING DERIVED RELATIONS AS A MODEL OF ANALOGICAL REASONING: REACTION TIMES AND EVENT-RELATED POTENTIALS. <i>Journal of the Experimental Analysis of Behavior</i> , 2005, 84, 435-451.	1.1	34
25	The effects of argument mapping-infused critical thinking instruction on reflective judgement performance. <i>Thinking Skills and Creativity</i> , 2015, 16, 11-26.	3.5	34
26	Relational responding and conditional discrimination procedures: An apparent inconsistency and clarification. <i>The Behavior Analyst</i> , 2009, 32, 309-317.	2.5	32
27	A meta-analysis of third wave mindfulness-based cognitive behavioral therapies for older people. <i>International Journal of Geriatric Psychiatry</i> , 2017, 32, 1352-1361.	2.7	32
28	A preliminary comparison of the efficacy of online Acceptance and Commitment Therapy (ACT) and Cognitive Behavioural Therapy (CBT) stress management interventions for social and healthcare workers. <i>Health and Social Care in the Community</i> , 2021, 29, 113-126.	1.6	31
29	The evaluation of argument mapping as a learning tool: Comparing the effects of map reading versus text reading on comprehension and recall of arguments. <i>Thinking Skills and Creativity</i> , 2010, 5, 16-22.	3.5	30
30	Understanding False Belief as Generalized Operant Behavior. <i>Psychological Record</i> , 2006, 56, 341-364.	0.9	29
31	Using the Implicit Relational Assessment Procedure to Compare Implicit Pro-Thin/Anti-Fat Attitudes of Patients With Anorexia Nervosa and Non-Clinical Controls. <i>Eating Disorders</i> , 2012, 20, 127-143.	3.0	27
32	Hierarchical classification as relational framing. <i>Journal of the Experimental Analysis of Behavior</i> , 2014, 101, 61-75.	1.1	26
33	An examination of the effects of argument mapping on students' memory and comprehension performance. <i>Thinking Skills and Creativity</i> , 2013, 8, 11-24.	3.5	25
34	Facial reactions reveal that slim is good but fat is not bad: Implicit and explicit measures of body size bias. <i>European Journal of Social Psychology</i> , 2011, 41, 688-694.	2.4	24
35	The fruits of a functional approach for psychological science. <i>International Journal of Psychology</i> , 2016, 51, 15-27.	2.8	22
36	Matching Derived Functionally-Same Stimulus Relations: Equivalence-Equivalence and Classical Analogies. <i>Psychological Record</i> , 2004, 54, 255-273.	0.9	21

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37	Brief Report: The Training and Assessment of Relational Precursors and Abilities (TARPA): A Preliminary Analysis. <i>Journal of Autism and Developmental Disorders</i> , 2010, 40, 1149-1153.	2.7	20
38	Rule-Based Insensitivity and Delusion Maintenance in Schizophrenia. <i>Psychological Record</i> , 2014, 64, 329-338.	0.9	19
39	Relational Ability and Language Performance in Children With Autism Spectrum Disorders and Typically Developing Children: A Further Test of the TARPA Protocol. <i>Psychological Record</i> , 2014, 64, 233-251.	0.9	18
40	Investigating Relational Framing of Categorization in Young Children. <i>Psychological Record</i> , 2017, 67, 519-536.	0.9	16
41	Training class inclusion responding in typically developing children and individuals with autism. <i>Journal of Applied Behavior Analysis</i> , 2018, 51, 53-60.	2.7	16
42	Assessing the Development of Relational Framing in Young Children. <i>Psychological Record</i> , 2022, 72, 221-246.	0.9	16
43	TESTING FOR TRANSITIVE CLASS CONTAINMENT AS A FEATURE OF HIERARCHICAL CLASSIFICATION. <i>Journal of the Experimental Analysis of Behavior</i> , 2011, 96, 243-260.	1.1	15
44	Transformation of Thought Suppression Functions Via Same and Opposite Relations. <i>Psychological Record</i> , 2015, 65, 375-399.	0.9	14
45	The effect of social exclusion on state paranoia and explicit and implicit self-esteem in a non-clinical sample. <i>Journal of Behavior Therapy and Experimental Psychiatry</i> , 2017, 57, 62-69.	1.2	14
46	Facilitating relational framing of classification in young children. <i>Journal of Contextual Behavioral Science</i> , 2018, 8, 55-68.	2.6	14
47	Multiple contextual control over nonarbitrary relational responding and a preliminary model of pragmatic verbal analysis. <i>Journal of the Experimental Analysis of Behavior</i> , 2013, 100, 174-186.	1.1	13
48	Derived Relational Responding and Generative Language: Applications and Future Directions for Teaching Individuals With Autism Spectrum Disorders. <i>European Journal of Behavior Analysis</i> , 2014, 15, 199-224.	0.9	13
49	Empirical advances in studying relational networks. <i>Journal of Contextual Behavioral Science</i> , 2017, 6, 329-342.	2.6	13
50	Stimulus Equivalence and Nonarbitrary Relations. <i>Psychological Record</i> , 2002, 52, 77-88.	0.9	12
51	Correlating derived relational responding with linguistic and cognitive ability in children with Autism Spectrum Disorders. <i>Research in Autism Spectrum Disorders</i> , 2015, 19, 32-43.	1.5	12
52	Modelling the direct and indirect effects of thought suppression on personal choice. <i>Journal of Contextual Behavioral Science</i> , 2012, 1, 73-82.	2.6	11
53	Assessing and Training Young Children in Same and Different Relations Using the Relational Evaluation Procedure (REP). <i>Psychological Record</i> , 2016, 66, 547-561.	0.9	11
54	On the symbolic generalization of likes and dislikes. <i>Journal of Experimental Social Psychology</i> , 2018, 79, 365-377.	2.2	11

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55	Comparison of acceptance and distraction strategies in coping with experimentally induced pain. <i>Journal of Pain Research</i> , 2015, 8, 139.	2.0	9
56	Arbitrarily applicable spatial relational responding. <i>Journal of the Experimental Analysis of Behavior</i> , 2017, 107, 234-257.	1.1	8
57	Reversing Time and Size: Mutual Entailment of Nonarbitrary Temporal and Magnitude Relational Responding. <i>Psychological Record</i> , 2019, 69, 95-105.	0.9	7
58	The Training and Assessment of Relational Precursors and Abilities (TARPA): A follow-up study with typically developing children. <i>Journal of Contextual Behavioral Science</i> , 2013, 2, 15-21.	2.6	6
59	When things are not the same: A review of research into relations of difference. <i>Journal of Applied Behavior Analysis</i> , 2017, 50, 429-455.	2.7	6
60	The Effect of Educational Messages on Implicit and Explicit Attitudes towards Individuals on the Autism Spectrum versus Normally Developing Individuals. <i>Psychological Record</i> , 2020, 70, 123-145.	0.9	6
61	Competing Arbitrary and Non-Arbitrary Relational Responding in Normally Developing Children and Children Diagnosed with Autism. <i>Psychological Record</i> , 2014, 64, 755-768.	0.9	5
62	A contextual behavioral approach to the study of (persecutory) delusions. <i>Journal of Contextual Behavioral Science</i> , 2016, 5, 235-246.	2.6	5
63	Development and Psychometric Evaluation of the Gay Male Sexual Difficulties Scale. <i>Archives of Sexual Behavior</i> , 2016, 45, 1299-1315.	1.9	5
64	An empirical investigation of part-whole hierarchical relations. <i>European Journal of Behavior Analysis</i> , 2018, 19, 105-124.	0.9	5
65	Testing and Training Analogical Responding in Young Children Using A Relational Evaluation Procedure. <i>Psychological Record</i> , 2022, 72, 353-369.	0.9	5
66	Derived relational responding and relational frame theory: A fruitful behavior analytic paradigm for the investigation of human language.. <i>Behavior Analysis (Washington, D C)</i> , 2018, 18, 398-415.	0.5	5
67	Children's answering of yes-no questions: A review of research including particular consideration of the relational evaluation procedure.. <i>Behavioral Development Bulletin</i> , 2017, 22, 173-182.	0.5	5
68	Contextual control over derived relational responding in a teenager with autism. <i>Research in Autism Spectrum Disorders</i> , 2015, 19, 7-17.	1.5	4
69	Testing and Training Analogical Relational Responding in Children With and Without Autism. <i>Psychological Record</i> , 2022, 72, 561-583.	0.9	4
70	A critical analysis of conventional descriptions of levels employed in the assessment of basic learning abilities. <i>The Behavior Analyst</i> , 2010, 33, 127-131.	2.5	3
71	Analysis of apparent demonstrations of responding in accordance with relational frames of sameness and opposition by Alonso-Alvarez and Perez-Gonzalez (2018): A rejoinder. <i>Journal of the Experimental Analysis of Behavior</i> , 2019, 112, 349-353.	1.1	3
72	Training class inclusion responding in individuals with autism: Further investigation. <i>Journal of Applied Behavior Analysis</i> , 2020, 53, 2067-2080.	2.7	3

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73	Children's implicit and explicit weight-related attitudes. Irish Journal of Psychology, 2012, 33, 166-180.	0.2	2
74	A Recent Behaviour Analytic Approach to the Self. European Journal of Behavior Analysis, 2013, 14, 271-283.	0.9	2
75	Using the Implicit Relational Assessment Procedure (IRAP) as a Measure of Reaction to Perceived Failure and the Effects of a Defusion Intervention in this Context. Psychological Record, 2019, 69, 551-563.	0.9	2
76	Symbolic Generalization of Discriminative Functions in Accordance with a Five-Member Comparative Relational Network. Psychological Record, 2019, 69, 525-540.	0.9	2
77	Starting slow: The effects of response-switching frequency on patterns of cardiovascular reactivity. Psychology, Health and Medicine, 2011, 16, 12-18.	2.4	1
78	Assessing and training children with autism spectrum disorder using the relational evaluation procedure (REP). Journal of Contextual Behavioral Science, 2017, 6, 202-207.	2.6	1
79	RFT as a Functional Analytic Approach to Understanding the Complexities of Human Behavior: A Reply to Killeen and Jacobs. The Behavior Analyst, 2017, 40, 65-74.	2.5	1
80	Relational Frame Theory. , 2011, , 1245-1247.		0