

Publications XXX-2024

2025

Diffley, S., Kubina, R. M., Noone, C., Quinlivan, S., & Mc Tiernan, A. (2025). The Complexity of Procedural Fidelity in Precision Teaching: A Qualitative Analysis. *Behavior Analysis in Practice*, 1-19.

Diffley, S., & McTiernan, A. (2025). Commentary on “Looking towards the future: the potential of Precision Teaching in the work of the educational psychologist in Ireland”. Considerations when using Precision Teaching to support students with complex learning needs. *Tizard Learning Disability Review*, 30(1), 31-37.

Enders, O. G., & Kostewicz, D. (2025). Evaluating the Effects of an Algebraic Frequency Building Intervention for Students with Disabilities. *Behavior Analysis in Practice*, 1-14.

Fragale, D., Ruiz, S., Newsome, K. B., Day-Watkins, J., & Verdun, V. (2025). Acting, Charting, and Fluency: Using a Modified SAFMEDS Procedure to Increase Recall in a Stage Actor and Non-Actor. *Behavior Analysis in Practice*, 1-12.

Kapoor, G., Vostanis, A., Mejía-Buenaño, S., & Langdon, P. E. (2025). Using precision teaching to improve typically developing student’s mathematical skills via teleconferencing. *Journal of Behavioral Education*, 34(1), 109-138.

Kubina, R. M., Van, J., & Halkowski, M. (2025). The benefits of precision teaching for educational psychologists. *Tizard Learning Disability Review*, 30(1), 17-22.

Van, J., & Kubina, R. M. (2025). How occupational therapists, physiotherapists, and speech and language therapists can benefit from precision teaching. *Tizard Learning Disability Review*, 30(1), 38-43.

Vascelli, L., & Iacomini, S. (2025). Enhancing living skills in Dravet syndrome through precision teaching: a component-composite approach with an environmental modification. *Tizard Learning Disability Review*, 30(1), 63-70.

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Bulla, A. J., & Woodcock, M. (2024). Ratsketball: Using low-cost 3D printed operant chambers to probe for generative learning. *Mexican Journal of Behavior Analysis*, 50(1).

Bulla, A., Wertalik, J., & Yakabovits, L. (2024). Comparing the Effectiveness of Restricted-Operant and Free-Operant Teaching Arrangements on Measures of Acquisition and Fluency Outcomes. *Single Case in the Social Sciences*, 1(1), 15-35.

Bryson, A. M., & Zea, M. D. (2024). The effects of motor fluency on dressing tasks and decreasing escape behaviors. *Behavior Analysis in Practice*, 17(1), 316-322.

- Carr, R. N., BCBA-D, L. B. A. O. K., & Dianda, M. (2024). Big Picture. *Applied Behavior Analysis in Schools: Realistic Implementation of Evidence-Based Interventions by Teachers*. (book chapter)
- Halkowski, M., & Kubina Jr, R. M. (2024). Effect of Repeated Reading on Reading Fluency for Adults with Specific Learning Disabilities. *Behavior Analysis in Practice*, 1-6.
- Heward, W. L., Eshleman, J. W., & Kimball, J. W. (2024). Ogden R. Lindsley: I Followed the Idea of the Missoula Smokejumpers. *Behavior Analysis in Practice*, 1-9.
- Kubina Jr, R. M., Halkowski, M., Yurich, K. K., Ghorm, K., & Healy, N. M. (2024). Comparing the detection accuracy of operational definitions and pinpoints. *Journal of Behavioral Education*, 33(1), 142-162.
- Maiden, M. E., Ampuero, M. E., & Kostewicz, D. E. (2024). A Comparison of Repeated Reading and Listening While Reading to Increase Oral Reading Fluency in Children. *Education and Treatment of Children*, 47(1), 51-66.
- Marinho, V. D., Moraes, P. T., Kienen, N., & dos Santos Carmo, J. Programação de Condições para o Desenvolvimento de Comportamentos e Precision Teaching como tecnologias de ensino. *Revista Brasileira de Análise do Comportamento*, 20.
- McElroy, A. R., Van Stratton, J. E., & Sherlund-Pelfrey, P. (2024). A Systematic Review of Explicit Instruction and Frequency Building Interventions to Teach Students to Write. *Education and Treatment of Children*, 1-17.
- Newsome, D., Miller, S. A., Newsome, K., & Sheddy, F. A. (2024). Charting the Path to Equality in Literacy Instruction: A Precision Teaching Project in a Title-1 School. *Behavior and Social Issues*, 33(1), 272-283.
- Peterson, S. M., Eldridge, R. R., Williams, R. L., & Williams, B. F. (2024). Basic Procedures Based upon Principles of Learning. In *Ethical Applied Behavior Analysis Models for Individuals Impacted by Autism* (pp. 83-126). Routledge. (book)
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- Vascelli, L. (2024). Commentary on “Implementation of an adapted handwriting without Tears® programme for children with developmental disabilities in a special education setting”. *Tizard Learning Disability Review*, 29(1), 56-61.
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Vostanis, A., Ritchie, R. & Langdon, P.E. A Precision Teaching Framework for Training Autistic Students to Respond to Bids for Joint Attention. *J Behav Educ* (2024).
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Wu, H. (2024). Chinese university EFL learners' perceptions of a blended learning model featuring precision teaching. *Education Inquiry*, 1-19.

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Vascelli, L., Iacomini, S., Berardo, F., & Cavallini, F. (2023). Using precision teaching to evaluate the effects of tact training on intraverbals relations. *Behavior Analysis in Practice*, 1-6.

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Book chapters

Barszcz, H. (2023). Morningside Model of Generative Instruction. In *Incorporating Applied Behavior Analysis into the General Education Classroom* (pp. 175-192). Cham: Springer International Publishing.

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- Vostanis, A., Padden, C., & Langdon, P. E. (2022). Investigating the relationship between learning channel sets during the mathematical practice of autistic students. *British Journal of Special Education*.
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- Bulla, A. J., Calkin, A., & Sawyer, M. (2021). Introduction to the special section: precision teaching: Discoveries and applications. *Behavior Analysis in Practice*, 14(3), 555-558.
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Behavior Analysis in Practice: Special Issue

***Published online first- many have now been published to a specific issue and are listed above**

- Aravamudhan, S., & Awasthi, S. (2020). The use of prompts and precision teaching to address speech sound disorders in a 17-year-old girl with autism. *Behavior Analysis in Practice*, 1-16.
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