

James B Hale

List of Publications by Year in descending order

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Version: 2024-02-01

31
papers

892
citations

516710

16
h-index

477307

29
g-index

33
all docs

33
docs citations

33
times ranked

684
citing authors

#	ARTICLE	IF	CITATIONS
1	Analyzing Digit Span Components for Assessment of Attention Processes. Journal of Psychoeducational Assessment, 2002, 20, 128-143.	1.5	117
2	Implementation of IDEA: Integrating response to intervention and cognitive assessment methods. Psychology in the Schools, 2006, 43, 753-770.	1.8	93
3	WISC-III predictors of academic achievement for children with learning disabilities: Are global and factor scores comparable?. School Psychology Quarterly, 2001, 16, 31-55.	2.0	81
4	Executive Impairment Determines ADHD Medication Response: Implications for Academic Achievement. Journal of Learning Disabilities, 2011, 44, 196-212.	2.2	62
5	Cognitive hypothesis testing and response to intervention for children with reading problems. Psychology in the Schools, 2006, 43, 835-853.	1.8	55
6	Interpreting Intelligence Test Results for Children with Disabilities: Is Global Intelligence Relevant?. Applied Neuropsychology, 2007, 14, 2-12.	1.5	51
7	Is the Demise of IQ Interpretation Justified? A Response to Special Issue Authors. Applied Neuropsychology, 2007, 14, 37-51.	1.5	42
8	PROFESSIONAL PRACTICE ISSUES IN THE ASSESSMENT OF COGNITIVE FUNCTIONING FOR EDUCATIONAL APPLICATIONS. Psychology in the Schools, 2013, 50, 300-313.	1.8	39
9	Differential effects of left and right cerebral vascular accidents on language competency. Journal of the International Neuropsychological Society, 2001, 7, 655-664.	1.8	36
10	IQ interpretation for children with flat and variable test profiles. Learning and Individual Differences, 2002, 13, 115-125.	2.7	36
11	Predicting Math Achievement Through Neuropsychological Interpretation of WISC-III Variance Components. Journal of Psychoeducational Assessment, 2003, 21, 358-380.	1.5	31
12	<i>Differential Ability Scales – Second Edition</i> (neuro)psychological predictors of math performance for typical children and Children with Math Disabilities. Psychology in the Schools, 2008, 45, 838-858.	1.8	28
13	Differential Ability Scales – II prediction of reading performance: Global scores are not enough. Psychology in the Schools, 2010, 47, 698-720.	1.8	27
14	The Effects of Methylphenidate on Cognitive Function in Children with Attention-Deficit/Hyperactivity Disorder. Postgraduate Medicine, 2012, 124, 33-48.	2.0	21
15	Discriminant validity of the Conners –™ scales for ADHD subtypes. Current Psychology, 2001, 20, 231-249.	0.4	20
16	Estimating Base Rates of Impairment in Neuropsychological Test Batteries: A Comparison of Quantitative Models. Archives of Clinical Neuropsychology, 2012, 27, 69-84.	0.5	18
17	Development and validation of an attention-deficit/hyperactivity disorder (ADHD) executive function and behavior rating screening battery. Journal of Clinical and Experimental Neuropsychology, 2009, 31, 897-912.	1.3	17
18	Evaluating Medication Response in ADHD. Journal of Learning Disabilities, 1998, 31, 595-607.	2.2	16

#	ARTICLE	IF	CITATIONS
19	Psychosocial and Adaptive Deficits Associated With Learning Disability Subtypes. <i>Journal of Learning Disabilities</i> , 2015, 48, 511-522.	2.2	14
20	Reconciling individual differences with collective needs: The juxtaposition of sociopolitical and neuroscience perspectives on remediation and compensation of student skill deficits. <i>Trends in Neuroscience and Education</i> , 2016, 5, 41-51.	3.1	11
21	Frontal-subcortical circuitry in social attachment and relationships: A cross-sectional fMRI ALE meta-analysis. <i>Behavioural Brain Research</i> , 2017, 325, 117-130.	2.2	11
22	Neuropsychological Profiles of Written Expression Learning Disabilities Determined by Concordance-Discordance Model Criteria. <i>Applied Neuropsychology: Child</i> , 2016, 5, 83-96.	1.4	8
23	Response to the Special Issue: The Utility of the Pattern of the Strengths and Weaknesses Approach. <i>Learning Disabilities (pittsburgh) A Multidisciplinary Journal</i> , 2014, 20, .	0.6	8
24	On the Importance of a Cognitive Processing Perspective: An Introduction. <i>Journal of Learning Disabilities</i> , 2011, 44, 99-104.	2.2	7
25	<i>Forest Grove v. T.A</i>. Rejoinder to Zirkel. <i>Journal of Psychoeducational Assessment</i> , 2013, 31, 318-325.	1.5	7
26	Reconsidering "Inattention" in Attention-Deficit Hyperactivity Disorder: Implications for Neuropsychological Assessment and Intervention. <i>Applied Neuropsychology: Child</i> , 2015, 4, 97-105.	1.4	7
27	Brain literacy empowers educators to meet diverse learner needs. <i>Learning: Research and Practice</i> , 2019, 5, 174-188.	0.4	6
28	Understanding neuropsychopathology in the 21st century: Current status, clinical application, and future directions.. , 2013, , 327-345.		5
29	Evaluating Orbital-Ventral Medial System Regulation of Personal Attention: A Critical Need for Neuropsychological Assessment and Intervention. <i>Applied Neuropsychology: Child</i> , 2015, 4, 106-115.	1.4	3
30	Attention-deficit/hyperactivity disorder.. , 2013, , 127-154.		2
31	Neuropsychological assessment.. , 0, , 139-165.		1