

James B Hale

List of Publications by Year in descending order

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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	Brain literacy empowers educators to meet diverse learner needs. <i>Learning: Research and Practice</i> , 2019, 5, 174-188.	0.4	6
2	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
3	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
4	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
5	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
6	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
7	Psychosocial and Adaptive Deficits Associated With Learning Disability Subtypes. <i>Journal of Learning Disabilities</i> , 2015, 48, 511-522.	2.2	14
8	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
9	<i>Forest Grove v. T.A.</i> . Rejoinder to Zirkel. <i>Journal of Psychoeducational Assessment</i> , 2013, 31, 318-325.	1.5	7
10	PROFESSIONAL PRACTICE ISSUES IN THE ASSESSMENT OF COGNITIVE FUNCTIONING FOR EDUCATIONAL APPLICATIONS. <i>Psychology in the Schools</i> , 2013, 50, 300-313.	1.8	39
11	Attention-deficit/hyperactivity disorder.. , 2013, , 127-154.		2
12	Understanding neuropsychopathology in the 21st century: Current status, clinical application, and future directions.. , 2013, , 327-345.		5
13	Estimating Base Rates of Impairment in Neuropsychological Test Batteries: A Comparison of Quantitative Models. <i>Archives of Clinical Neuropsychology</i> , 2012, 27, 69-84.	0.5	18
14	The Effects of Methylphenidate on Cognitive Function in Children with Attention-Deficit/Hyperactivity Disorder. <i>Postgraduate Medicine</i> , 2012, 124, 33-48.	2.0	21
15	Executive Impairment Determines ADHD Medication Response: Implications for Academic Achievement. <i>Journal of Learning Disabilities</i> , 2011, 44, 196-212.	2.2	62
16	On the Importance of a Cognitive Processing Perspective: An Introduction. <i>Journal of Learning Disabilities</i> , 2011, 44, 99-104.	2.2	7
17	Differential Ability Scales-III prediction of reading performance: Global scores are not enough. <i>Psychology in the Schools</i> , 2010, 47, 698-720.	1.8	27
18	Development and validation of an attention-deficit/hyperactivity disorder (ADHD) executive function and behavior rating screening battery. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2009, 31, 897-912.	1.3	17

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19	<i>Differential Ability Scales</i> ™ Second Edition (neuro)psychological predictors of math performance for typical children and Children with Math Disabilities. <i>Psychology in the Schools</i> , 2008, 45, 838-858.	1.8	28
20	Interpreting Intelligence Test Results for Children with Disabilities: Is Global Intelligence Relevant?. <i>Applied Neuropsychology</i> , 2007, 14, 2-12.	1.5	51
21	Is the Demise of IQ Interpretation Justified? A Response to Special Issue Authors. <i>Applied Neuropsychology</i> , 2007, 14, 37-51.	1.5	42
22	Implementation of IDEA: Integrating response to intervention and cognitive assessment methods. <i>Psychology in the Schools</i> , 2006, 43, 753-770.	1.8	93
23	Cognitive hypothesis testing and response to intervention for children with reading problems. <i>Psychology in the Schools</i> , 2006, 43, 835-853.	1.8	55
24	Predicting Math Achievement Through Neuropsychological Interpretation of WISC-III Variance Components. <i>Journal of Psychoeducational Assessment</i> , 2003, 21, 358-380.	1.5	31
25	Analyzing Digit Span Components for Assessment of Attention Processes. <i>Journal of Psychoeducational Assessment</i> , 2002, 20, 128-143.	1.5	117
26	IQ interpretation for children with flat and variable test profiles. <i>Learning and Individual Differences</i> , 2002, 13, 115-125.	2.7	36
27	Differential effects of left and right cerebral vascular accidents on language competency. <i>Journal of the International Neuropsychological Society</i> , 2001, 7, 655-664.	1.8	36
28	WISC-III predictors of academic achievement for children with learning disabilities: Are global and factor scores comparable?. <i>School Psychology Quarterly</i> , 2001, 16, 31-55.	2.0	81
29	Discriminant validity of the Conners™ scales for ADHD subtypes. <i>Current Psychology</i> , 2001, 20, 231-249.	0.4	20
30	Evaluating Medication Response in ADHD. <i>Journal of Learning Disabilities</i> , 1998, 31, 595-607.	2.2	16
31	Neuropsychological assessment.. , 0, , 139-165.		1