

Dawn P Flanagan

List of Publications by Year in descending order

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Version: 2024-02-01

27
papers

806
citations

687363

13
h-index

752698

20
g-index

34
all docs

34
docs citations

34
times ranked

414
citing authors

#	ARTICLE	IF	CITATIONS
1	Beyond <i>g</i> : The Impact of <i>Gf-Gc</i> Specific Cognitive Abilities Research on the Future Use and Interpretation of Intelligence Tests in the Schools. <i>School Psychology Review</i> , 1997, 26, 189-210.	3.0	118
2	The contribution of general and specific cognitive abilities to reading achievement. <i>Learning and Individual Differences</i> , 2002, 13, 159-188.	2.7	73
3	A Critical Review of the Technical Characteristics of New and Recently Revised Intelligence Tests for Preschool Children. <i>Journal of Psychoeducational Assessment</i> , 1995, 13, 66-90.	1.5	63
4	A cross-battery, reference variable, confirmatory factor analytic investigation of the CHC taxonomy. <i>Journal of School Psychology</i> , 2013, 51, 535-555.	2.9	61
5	What Does the Cognitive Assessment System (CAS) Measure? Joint Confirmatory Factor Analysis of the CAS and the Woodcock-Johnson Tests of Cognitive Ability (3rd Edition). <i>School Psychology Review</i> , 2001, 30, 89-119.	3.0	55
6	Enhancing practice through application of Cattell's "Horn" Carroll theory and research: A third method approach to specific learning disability identification. <i>Psychology in the Schools</i> , 2010, 47, 739-760.	1.8	50
7	Interpreting Intelligence Tests from Contemporary <i>Gf-Gc</i> Theory. <i>Journal of School Psychology</i> , 1998, 36, 151-182.	2.9	49
8	Wechsler-based CHC cross-battery assessment and reading achievement: Strengthening the validity of interpretations drawn from Wechsler test scores.. <i>School Psychology Quarterly</i> , 2000, 15, 295-329.	2.0	49
9	Integration of response to intervention and norm-referenced tests in learning disability identification: Learning from the Tower of Babel. <i>Psychology in the Schools</i> , 2006, 43, 807-825.	1.8	44
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	Broad and Narrow CHC Abilities Measured and Not Measured by the Wechsler Scales. <i>Journal of Psychoeducational Assessment</i> , 2013, 31, 202-223.	1.5	25
12	Ability-Achievement Discrepancy, Response to Intervention, and Assessment of Cognitive Abilities/Processes in Specific Learning Disability Identification: Toward a Contemporary Operational Definition. , 2007, , 130-147.		22
13	Independent Examination of the Factor Structure of the Cognitive Assessment System (CAS): Further Evidence Challenging the Construct Validity of the CAS. <i>Journal of Psychoeducational Assessment</i> , 2000, 18, 143-159.	1.5	17
14	The Relationship Between Theories of Intelligence and Intelligence Tests. , 2015, , 317-340.		17
15	Cross-Battery Assessment? XBA PSW? A case of mistaken identity: A commentary on Kranzler and colleagues' "Classification agreement analysis of Cross-Battery Assessment in the identification of specific learning disorders in children and youth". <i>International Journal of School and Educational Psychology</i> . 2016. 4. 137-145.	1.6	16
16	Incidence of Basic Concepts in the Directions of New and Recently Revised American Intelligence Tests for Preschool Children. <i>School Psychology International</i> , 1995, 16, 345-364.	1.9	15
17	A Review of the Kaufman Adolescent and Adult Intelligence Test: An Advancement in Cognitive Assessment?. <i>School Psychology Review</i> , 1994, 23, 512-525.	3.0	10
18	General Factor and Uniqueness Characteristics of the Kaufman Adolescent and Adult Intelligence Test (KAIT). <i>Journal of Psychoeducational Assessment</i> , 1996, 14, 208-219.	1.5	9

#	ARTICLE	IF	CITATIONS
19	WIAT subtest and composite predicted-achievement values based on WISC-III verbal and performance IQs. <i>Psychology in the Schools</i> , 1993, 30, 310-320.	1.8	8
20	Differences required for significance between Wechsler verbal and performance IQs and WIAT subtests and composites: The predicted-achievement method. <i>Psychology in the Schools</i> , 1993, 30, 125-132.	1.8	7
21	Specific Learning Disorder. , 2017, , 77-104.		7
22	Emerging Issues in the Assessment of Young Children With Disabilities: The Expanding Role of School Psychologists. <i>Canadian Journal of School Psychology</i> , 1994, 9, 192-203.	2.9	4
23	Evidence-Based Assessment and Intervention for Specific Learning Disability in School Psychology. , 2017, , 145-171.		4
24	Use of the Woodcockâ€“Johnson IV in the Identification of Specific Learning Disabilities in School-age Children**Sections of this chapter were adapted from <i>Essentials of Cross-Battery Assessment, 3e</i> with permission from Wiley. Copyright 2013, all rights reserved.. , 2016, , 211-252.		3
25	Utility of KTEA-3 Error Analysis for the Diagnosis of Specific Learning Disabilities. <i>Journal of Psychoeducational Assessment</i> , 2017, 35, 226-241.	1.5	1
26	Helping School Psychologists and Districts Estimate the Cost of Adopting the Dual Discrepancy/Consistency PSW Method for SLD Identification. <i>Journal of Applied School Psychology</i> , 0, , 1-34.	0.9	1
27	Test Reviews : Kaufman, A. S., & Kaufman, N. L. (1993). <i>Kaufman Adolescent and Adult Intelligence Test (KAIT)</i> . Circle Pines, MN: American Guidance Service. <i>Journal of Psychoeducational Assessment</i> , 1999, 17, 62-89.	1.5	0