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List of Publications by Year
in descending order

Source: https://exaly.com/author-pdf/2320808/publications.pdf

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50 papers	1,288 citations	331670 21 h-index	395702 33 g-index
61 all docs	61 docs citations	61 times ranked	1117 citing authors

#	Article	IF	Citations
1	Neuroticism and cortisol: Pinning down an expected effect. International Journal of Psychophysiology, 2014, 91, 132-138.	1.0	76
2	Neurofeedback and standard pharmacological intervention in ADHD: A randomized controlled trial with six-month follow-up. Biological Psychology, 2013, 94, 12-21.	2.2	74
3	Clinical differentiation of sluggish cognitive tempo and attention-deficit/hyperactivity disorder in children.. Journal of Abnormal Psychology, 2018, 127, 818-829.	1.9	70
4	Distinctions Between Sluggish Cognitive Tempo, ADHD-IN, and Depression Symptom Dimensions in Spanish First-Grade Children. Journal of Clinical Child and Adolescent Psychology, 2013, 42, 796-808.	3.4	61
5	Sluggish Cognitive Tempo and ADHD Inattention as Predictors of Externalizing, Internalizing, and Impairment Domains: A 2-Year Longitudinal Study. Journal of Abnormal Child Psychology, 2016, 44, 771-785.	3.5	55
6	Optimal Items for Assessing Sluggish Cognitive Tempo in Children Across Mother, Father, and Teacher Ratings. Journal of Clinical Child and Adolescent Psychology, 2019, 48, 825-839.	3.4	54
7	A Cross-Sectional and Longitudinal Investigation of the External Correlates of Sluggish Cognitive Tempo and ADHD-Inattention Symptoms Dimensions. Journal of Abnormal Child Psychology, 2014, 42, 1225-1236.	3.5	52
8	External Validity of ADHD Inattention and Sluggish Cognitive Tempo Dimensions in Spanish Children With ADHD. Journal of Attention Disorders, 2017, 21, 655-666.	2.6	47
9	Application of the Bifactor S â€“ 1 Model to Multisource Ratings of ADHD/ODD Symptoms: an Appropriate Bifactor Model for Symptom Ratings. Journal of Abnormal Child Psychology, 2020, 48, 881-894.	3.5	47
10	Sluggish cognitive tempo and attention-deficit/hyperactivity disorder (ADHD) inattention in the home and school contexts: Parent and teacher invariance and cross-setting validity.. Psychological Assessment, 2017, 29, 209-220.	1.5	43
11	Advancing the Multi-Informant Assessment of Sluggish Cognitive Tempo: Child Self-Report in Relation to Parent and Teacher Ratings of SCT and Impairment. Journal of Abnormal Child Psychology, 2019, 47, 35-46.	3.5	41
12	Reprint of â€œNeurofeedback and standard pharmacological intervention in ADHD: A randomized controlled trial with six-month follow-upâ€• Biological Psychology, 2014, 95, 116-125.	2.2	39
13	Longitudinal Correlates of Sluggish Cognitive Tempo and ADHD-Inattention Symptom Dimensions with Spanish Children. Journal of Clinical Child and Adolescent Psychology, 2016, 45, 632-641.	3.4	39
14	Validity of Sluggish Cognitive Tempo in South America: An Initial Examination Using Mother and Teacher Ratings of Chilean Children. Journal of Attention Disorders, 2017, 21, 667-672.	2.6	38
15	Construct Validity of ADHD/ODD Rating Scales: Recommendations for the Evaluation of Forthcoming DSM-V ADHD/ODD Scales. Journal of Abnormal Child Psychology, 2013, 41, 15-26.	3.5	35
16	Analyzing person, situation and person Ã— situation interaction effects: Latent state-trait models for the combination of random and fixed situations.. Psychological Methods, 2015, 20, 165-192.	3.5	33
17	Ratings of ADHD symptoms and academic impairment by mothers, fathers, teachers, and aides: Construct validity within and across settings as well as occasions.. Psychological Assessment, 2014, 26, 1247-1258.	1.5	30
18	A Randomized Controlled Trial to Examine the Posttreatment Efficacy of Neurofeedback, Behavior Therapy, and Pharmacology on ADHD Measures. Journal of Attention Disorders, 2019, 23, 374-383.	2.6	26

#	Article	IF	Citations
19	Testing for measurement invariance and latent mean differences across methods: interesting incremental information from multitrait-multimethod studies. Frontiers in Psychology, 2014, 5, 1216.	2.1	25
20	Tic disorders in children and adolescents: does the clinical presentation differ in males and females? A report by the EMTICS group. European Child and Adolescent Psychiatry, 2022, 31, 1539-1548.	4.7	25
21	Prosocial Personality Traits and Adaptation to Stress. Social Behavior and Personality, 2011, 39, 1337-1348.	0.6	23
22	Neurofeedback, pharmacological treatment and behavioral therapy in hyperactivity: Multilevel analysis of treatment effects on electroencephalography. International Journal of Clinical and Health Psychology, 2015, 15, 217-225.	5.1	23
23	Factor Analysis of the Italian Version of the Alabama Parenting Questionnaire in a Community Sample. Journal of Child and Family Studies, 2016, 25, 1208-1217.	1.3	23
24	The role of age, working memory, and response inhibition in deviance distraction: A cross-sectional study.. Developmental Psychology, 2016, 52, 1381-1393.	1.6	22
25	Examining Trait Ã— Method Interactions Using Mixture Distribution Multitraitâ€“Multimethod Models. Structural Equation Modeling, 2017, 24, 31-51.	3.8	18
26	How Consistent Is Sluggish Cognitive Tempo Across Occasions, Sources, and Settings? Evidence From Latent Stateâ€“Trait Modeling. Assessment, 2019, 26, 99-110.	3.1	18
27	Psychometric Properties of the Childhood Anxiety Sensitivity Index in A sample of Catalan School Children. Anxiety, Stress and Coping, 2003, 16, 99-107.	2.9	17
28	Evaluation of a four-item DSMâ€“5 Limited Prosocial Emotions specifier scale within and across settings with Spanish children.. Psychological Assessment, 2018, 30, 474-485.	1.5	17
29	Understanding Trait and Sources Effects in Attention Deficit Hyperactivity Disorder and Oppositional Defiant Disorder Rating Scales: Mothers', Fathers', and Teachers' Ratings of Children From the Balearic Islands. Journal of Clinical Child and Adolescent Psychology, 2009, 39, 1-11.	3.4	15
30	Trait and State Variance in Multi-Informant Assessments of ADHD and Academic Impairment in Spanish First-Grade Children. Journal of Clinical Child and Adolescent Psychology, 2018, 47, 699-712.	3.4	15
31	Structural equation modeling of multiple-indicator multimethod-multioccasion data: A primer. Personality and Individual Differences, 2019, 136, 79-89.	2.9	13
32	Trait and state variance in oppositional defiant disorder symptoms: A multi-source investigation with Spanish children.. Psychological Assessment, 2017, 29, 135-147.	1.5	12
33	Association of Foster Care and its Duration with Clinical Symptoms and Impairment: Foster Care versus Non-Foster Care Comparisons with Spanish Children. Journal of Child and Family Studies, 2020, 29, 526-533.	1.3	10
34	Consistency of Limited Prosocial Emotions Across Occasions, Sources, and Settings: Trait- or State-Like Construct in a Young Community Sample?. Journal of Abnormal Child Psychology, 2019, 47, 47-58.	3.5	9
35	Promises and Pitfalls of Latent Variable Approaches to Understanding Psychopathology: Reply to Burke and Johnston, Eid, JunghÃnel and Colleagues, and Willoughby. Journal of Abnormal Child Psychology, 2020, 48, 917-922.	3.5	9
36	Cognitive training programs to reduce impulsivity-related achievement problems: The need of in-classroom interventions. Learning and Instruction, 1992, 2, 89-100.	3.2	6

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37	Motherâ€“father agreement and one-year stability of children's sleep functioning. Sleep Medicine, 2017, 36, 29-34.	1.6	6
38	Multisource Network and Latent Variable Models of Sluggish Cognitive Tempo, ADHD-Inattentive, and Depressive Symptoms with Spanish Children: Equivalent Findings and Recommendations. Research on Child and Adolescent Psychopathology, 2022, 50, 881-894.	2.3	6
39	Multisource Longitudinal Network and Latent Variable Model Analyses of ADHD Symptoms in Children. Journal of Clinical Child and Adolescent Psychology, 2022, 51, 211-218.	3.4	5
40	Longitudinal structural equation modeling of personality data. , 2021, , 949-984.		5
41	Longitudinal associations of callous-unemotional and oppositional defiant behaviors over a three-year interval for Spanish children. Development and Psychopathology, 2020, 32, 481-490.	2.3	4
42	Preventing Impulsivity in the Classroom. Computers in the Schools, 1997, 13, 27-40.	1.0	3
43	Prevalence of Oppositional Defiant Disorder in a Sample of Spanish Schoolchildren. Spanish Journal of Psychology, 2013, 16, E63.	2.1	3
44	Structure of ADHD/ODD Symptoms in Spanish Preschool Children: Dangers of Confirmatory Factor Analysis for Evaluation of Rating Scales. Assessment, 2020, 27, 1748-1757.	3.1	3
45	Examining Quadratic Relationships Between Traits and Methods in Two Multitrait-Multimethod Models. Frontiers in Psychology, 2019, 10, 353.	2.1	2
46	Applying and Interpreting Mixture Distribution Latent State-Trait Models. Structural Equation Modeling, 2019, 26, 931-947.	3.8	2
47	Multitrait-multimethod-multioccasion modeling of personality data. , 2021, , 909-934.		2
48	Consistency and source specificity of symptom ratings for Child and Adolescent Behavior Inventory Scales with mother, father, and teacher ratings of Spanish children.. Psychological Assessment, 2022, 34, 827-837.	1.5	2
49	Invariance of parent ratings of attention deficit hyperactivity disorder symptoms for children with and without intellectual disability. Journal of Applied Research in Intellectual Disabilities, 2019, 32, 288-299.	2.0	0
50	Trastorno por dÃ©ficit de atenciÃ³n con hiperactividad. Una visiÃ³n global. Anales De PediatrÃa, 2003, 59, 225-228.	0.2	0