

Frank C Worrell

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5804436/publications.pdf>

Version: 2024-02-01

223
papers

5,629
citations

101543

36
h-index

110387

64
g-index

230
all docs

230
docs citations

230
times ranked

2419
citing authors

#	ARTICLE	IF	CITATIONS
1	Psychometric properties of the Chinese version of the Zimbardo Time Perspective Inventory. <i>Current Psychology</i> , 2023, 42, 13547-13559.	2.8	6
2	Contextual specificity in classroom adjustment: Latent profiles of primary school behavior problems in Trinidad and Tobago. <i>International Journal of School and Educational Psychology</i> , 2023, 11, 219-232.	1.6	0
3	What Was Not Said and What to Do About It. <i>Perspectives on Psychological Science</i> , 2023, 18, 48-53.	9.0	1
4	“Even a broken clock is right twice a day”: The case of the Zimbardo Time Perspective Inventory. <i>Personality and Individual Differences</i> , 2022, 184, 111157.	2.9	3
5	The Assessment of Time Attitudes Among Adolescents and Young Adults With the Polish Adolescent and Adult Time Inventory “Time Attitude Scale (AATI-TA-Polish). <i>European Journal of Psychological Assessment</i> , 2022, 38, 370-384.	3.0	3
6	Searching for Something Positive in Future Negative: The Adolescent and Adult Time Inventory “Time Attitudes Scale. <i>Evaluation and the Health Professions</i> , 2022, 45, 168-175.	1.9	1
7	Attitudes Toward the Past, Present, and Future: Associations With Self-Reported Academic Outcomes in Academically Talented Adolescents. <i>Gifted Child Quarterly</i> , 2022, 66, 62-76.	2.0	2
8	Achieving Equity in Gifted Education: Ideas and Issues. <i>Gifted Child Quarterly</i> , 2022, 66, 79-81.	2.0	12
9	Channeling Gifted Abilities into Transformative Creative Productivity. , 2022, , 373-385.		2
10	Time attitudes and mental well-being, psychological, and somatic symptomatology in final year high school students. <i>Current Psychology</i> , 2021, 40, 4541-4552.	2.8	8
11	Time Perspective Constructs in Albanian and Italian Adolescents: Exploratory Analyses. <i>Psychological Reports</i> , 2021, 124, 693-719.	1.7	8
12	Psychometric Properties of Cross Ethnic-Racial Identity Scale-Adult (CERIS-A) Scores: A Replication Study. <i>Identity</i> , 2021, 21, 89-97.	2.0	2
13	Sociocultural Perspectives on the Talent Development Megamodel. <i>Springer International Handbooks of Education</i> , 2021, , 101-127.	0.1	2
14	Advancing Diversity, Equity, and Inclusion in School Psychology: Be the Change. <i>School Psychology Review</i> , 2021, 50, 1-7.	3.0	24
15	Who will teach the teachers? Examining implicit bias in the educator workforce. <i>Learning and Instruction</i> , 2021, 78, 101518.	3.2	11
16	The future of intelligence research and gifted education. <i>Intelligence</i> , 2021, 87, 101546.	3.0	4
17	The Talent Development Megamodel: A Domain-Specific Conceptual Framework Based on the Psychology of High Performance. , 2021, , 425-442.		14
18	Positive and negative time attitudes, intrinsic motivation, behavioral engagement and substance use among urban adolescents. <i>Addiction Research and Theory</i> , 2021, 29, 347-357.	1.9	10

#	ARTICLE	IF	CITATIONS
19	The Development of Gifted and Talented Studentsâ€™ Creativity in School Contexts. , 2021, , 497-511.		0
20	Unlocking Creative Productivity: A Talent Development Approach. <i>Sovremennaya Zarubezhnaya Psihologiya</i> , 2021, 10, 17-32.	0.7	2
21	Giftedness and eminence: Clarifying the relationship. <i>Gifted and Talented International</i> , 2021, 36, 3-14.	0.8	3
22	School-Based Interventions. , 2020, , 85-101.		0
23	Helping Teachers Use Progress Monitoring Data for Intervention Decisions. , 2020, , 102-119.		0
24	The Academic Support Index: A Tool for Contextualizing Student Data. , 2020, , 138-154.		3
25	Belonging in Schools: A Social Psychological Perspective. , 2020, , 157-169.		0
26	Self-Regulated Learning in School Contexts. , 2020, , 194-212.		0
27	School Environments that Facilitate Delaying Gratification. , 2020, , 213-223.		0
28	Understanding and Cultivating Hope in School. , 2020, , 224-238.		2
29	School Settings that Facilitate High Teacher Expectations. , 2020, , 239-259.		1
30	Parental Autonomy and Relatedness Support. , 2020, , 260-276.		3
31	Preventing and Minimizing Stereotype Threat in School Settings. , 2020, , 277-294.		0
32	The Hidden Classroom: How Gender Stereotypes Impact Academic Achievement. , 2020, , 295-314.		2
33	Adolescent Suicidal Behavior in Schools: What to Know and What to Do. , 2020, , 335-352.		0
34	Emotional Disturbance versus Social Maladjustment. , 2020, , 353-368.		0
35	Autism Spectrum Disorder and Illegal Acts. , 2020, , 369-387.		0
36	Principles of Prevention and Intervention to Close Discipline Gaps in Schools. , 2020, , 409-427.		1

#	ARTICLE	IF	CITATIONS
37	Social and Emotional Learning in Schools. , 2020, , 428-450.		1
38	Impairments Related to Medical Conditions. , 2020, , 453-470.		0
39	Psychological Considerations for Asthma. , 2020, , 471-480.		0
40	Substance Use and Misuse Prevention: Guidance for Practitioners. , 2020, , 481-499.		0
41	Coordinating Services with Nonschool Providers. , 2020, , 500-516.		0
42	Parent-Teacher Relationships. , 2020, , 519-537.		0
43	The School Psychologist's Role in Facilitating the Transition to College. , 2020, , 538-552.		0
44	Transition from School to Work within a Theory-based Problem-Solving Framework. , 2020, , 553-576.		0
45	School Psychologists in Early Childhood Settings. , 2020, , 579-597.		0
46	Identifying and Serving Gifted and Talented Students. , 2020, , 598-612.		0
47	School-Based Interventions for Refugee Children and Adolescents. , 2020, , 634-654.		0
48	Rising to the Challenge: A School Psychology for All Students. , 2020, , 657-671.		0
49	Supporting Teachers in Tier 1 Instruction: Use of Coaching and Formative Assessment. , 2020, , 120-137.		0
50	Cross-Race/Ethnic Friendships in School. , 2020, , 170-193.		1
51	Internalizing Problems and Disorders of Childhood. , 2020, , 317-334.		0
52	Effective Bullying Prevention and Intervention Strategies for School Professionals. , 2020, , 388-408.		0
53	How Best to Serve Court-Involved Youth in Schools. , 2020, , 613-633.		0
54	How talented low-income kids are left behind. Phi Delta Kappan, 2020, 102, 26-29.	0.6	12

#	ARTICLE	IF	CITATIONS
55	Different Version, Similar Result? A Critical Analysis of the Multiplicity of Shortened Versions of the Zimbardo Time Perspective Inventory. <i>SAGE Open</i> , 2020, 10, 215824402092335.	1.7	7
56	Broadening the Focus of School Psychology Practice. , 2020, , 1-8.		0
57	Enhancing Reading Motivation in Schools. , 2020, , 11-29.		0
58	Addressing "Won't Do" Issues in Mathematics. , 2020, , 30-47.		1
59	Learning Disabilities in Mathematics. , 2020, , 48-63.		0
60	Executive Function and School Performance. , 2020, , 64-82.		0
61	Incorporating a Race Salience Subscale Into the Cross Racial Identity Scale (CRIS). <i>Journal of Black Psychology</i> , The, 2020, 46, 638-658.	1.7	3
62	Domain-specific Consideration of Future Consequences: Further Evidence Using Academic Attainment Data. <i>Child Care in Practice</i> , 2020, , 1-11.	0.9	0
63	Flipping a Classroom for Academically Talented Students. <i>Journal of Advanced Academics</i> , 2020, 31, 451-469.	1.1	2
64	Technical comment on Stolarski, M., Zajenkowski, M., Jankowski, K. S., & Szymaniak, K. (2020). Deviation from the balanced time perspective: A systematic review of empirical relationships with psychological variables. <i>Personality and Individual Differences</i> , 156, 109772.. <i>Personality and Individual Differences</i> , 2020, 165, 110132.	2.9	5
65	Talent Development in Achievement Domains: A Psychological Framework for Within- and Cross-Domain Research. <i>Perspectives on Psychological Science</i> , 2020, 15, 691-722.	9.0	48
66	Developing academic talent as a practicing school psychologist: From potential to expertise. <i>Psychology in the Schools</i> , 2020, 57, 1582-1595.	1.8	6
67	Ethnic-racial identity, relatedness, and school belonging for adolescent New Zealanders: does student gender make a difference?. <i>Social Psychology of Education</i> , 2020, 23, 979-1002.	2.5	4
68	Gatekeeping in High-Performance Settings. <i>Review of General Psychology</i> , 2020, 24, 254-267.	3.2	4
69	Time Attitude Profiles and Health-Related Behaviors: Validation of a Spanish Version of the Adolescent and Adult Time Inventory "Time Attitudes (AATI-TA). <i>Spanish Journal of Psychology</i> , 2020, 23, e51.	2.1	6
70	Measuring time perspective in Ethiopian young adults using the Adolescent and Adult Time Inventory (AATI). <i>Journal of Psychology in Africa</i> , 2020, 30, 520-528.	0.6	3
71	From traditional practice to tiered comprehensive services for all: Developing a responsive school culture for the future.. <i>School Psychology</i> , 2020, 35, 428-439.	2.4	5
72	Gifted Students. <i>Annual Review of Psychology</i> , 2019, 70, 551-576.	17.7	116

#	ARTICLE	IF	CITATIONS
73	Time Perspective and Risky Behaviors Among Nigerian Young Adults. <i>Journal of Adult Development</i> , 2019, 26, 161-171.	1.4	22
74	TIME ATTITUDE PROFILES IN AMERICAN ADOLESCENTS: EDUCATIONAL AND PSYCHOLOGICAL CORRELATES. <i>Research in Human Development</i> , 2019, 16, 102-118.	1.3	11
75	Benchmarking Psychosocial Skills Important for Talent Development. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 161-176.	2.2	26
76	Race and Stereotypes Matter When You Ask About Conduct Problems: Implications for Violence Risk Assessment in Juvenile Justice Settings. <i>Journal of Black Psychology</i> , The, 2019, 45, 26-51.	1.7	3
77	Teacher-student relationships, psychological need satisfaction, and happiness among diverse students. <i>Psychology in the Schools</i> , 2019, 56, 856-870.	1.8	84
78	Media, Symbolic Violence and Racialized Habitus: Voices from Chinese Canadian Youth. <i>Canadian Journal of Sociology</i> , 2019, 44, 233-256.	0.2	3
79	Environmental Factors and Personal Characteristics Interact to Yield High Performance in Domains. <i>Frontiers in Psychology</i> , 2019, 10, 2804.	2.1	16
80	A balanced time perspective: Is it an exercise in empiricism, and does it relate meaningfully to health and well-being outcomes?. <i>International Journal of Psychology</i> , 2019, 54, 775-785.	2.8	15
81	The influence of time attitudes on adolescent alcohol use behaviours: a 33-month prospective study in the United Kingdom. <i>Addiction Research and Theory</i> , 2019, 27, 189-197.	1.9	8
82	The Zimbardo time perspective inventory: Time for a new strategy, not more new shortened versions. <i>Time and Society</i> , 2019, 28, 1167-1180.	1.5	14
83	The Japanese Version of the Adolescent Time Inventory-Time Attitudes (ATI-TA) Scale: Internal Consistency, Structural Validity, and Convergent Validity. <i>Assessment</i> , 2019, 26, 181-192.	3.1	14
84	Introducing a New Assessment Tool for Measuring Ethnic-Racial Identity: The Cross Ethnic-Racial Identity Scale-Adult (CERIS-A). <i>Assessment</i> , 2019, 26, 404-418.	3.1	20
85	The psychology of high performance: Overarching themes.. , 2019, , 369-385.		13
86	Reflections on talent development in academics.. , 2019, , 225-236.		2
87	Sociocultural Perspectives on the Talent Development Megamodel. <i>Springer International Handbooks of Education</i> , 2019, , 1-27.	0.1	0
88	Comparing Metacognition Assessments of Mathematics in Academically Talented Students. <i>Gifted Child Quarterly</i> , 2018, 62, 259-275.	2.0	19
89	The influence of time attitudes on alcohol-related attitudes, behaviors and subjective life expectancy in early adolescence. <i>International Journal of Behavioral Development</i> , 2018, 42, 93-105.	2.4	27
90	The Learning Behaviors Scale: National standardization in Trinidad and Tobago. <i>International Journal of School and Educational Psychology</i> , 2018, 6, 35-49.	1.6	7

#	ARTICLE	IF	CITATIONS
91	Time perspective, psychological outcomes, and risky behavior among runaway adolescents. <i>Applied Developmental Science</i> , 2018, 22, 233-243.	1.7	21
92	What time is it? Temporal psychology measures relate differently to alcohol-related health outcomes. <i>Addiction Research and Theory</i> , 2018, 26, 20-27.	1.9	22
93	The magic of hope: Hope mediates the relationship between socioeconomic status and academic achievement. <i>Journal of Educational Research</i> , 2018, 111, 507-515.	1.6	57
94	Time perspective and alcohol-use indicators in France and the United Kingdom: results across adolescents, university students, and treatment outpatients. <i>Addiction Research and Theory</i> , 2018, 26, 143-150.	1.9	17
95	Time attitudes predict changes in adolescent self-efficacy: A 24-month latent transition mover-stayer analysis. <i>Journal of Adolescence</i> , 2018, 62, 27-37.	2.4	13
96	Using Temporal Profiles and a Deviation from Balanced Approach to Understand Alcohol and Mental Health Problems. <i>Journal of Psychology: Interdisciplinary and Applied</i> , 2018, 152, 456-473.	1.6	5
97	Time attitudes profile stability and transitions: An exploratory study of adolescent health behaviours among high school students. <i>Journal of Adolescence</i> , 2018, 69, 44-51.	2.4	50
98	Recruiting and Retaining Underrepresented Gifted Students. , 2018, , 209-226.		61
99	A Theoretical Approach to Resolving the Psychometric Problems Associated With the Zimbardo Time Perspective Inventory. <i>European Journal of Psychological Assessment</i> , 2018, 34, 41-51.	3.0	41
100	Talent development as the most promising focus of giftedness and gifted education.. , 2018, , 231-245.		16
101	Talent development: A path toward eminence.. , 2018, , 247-258.		19
102	The role of the family in talent development.. , 2018, , 465-477.		9
103	Adolescent and Adult Time Inventory-Time Attitude Scales: Validity and Contributions to Physical Activity and Self-Concept in Spanish Adolescents. <i>International Perspectives in Psychology: Research, Practice, Consultation</i> , 2018, 7, 76-90.	0.7	10
104	Psychometric properties of Adolescent Time Inventory Time Attitude (ATI-TA) scores in three waves of longitudinal data.. <i>Psychological Assessment</i> , 2018, 30, 106-115.	1.5	17
105	Commentary: Consensus findings and future directions.. <i>Professional Psychology: Research and Practice</i> , 2018, 49, 327-331.	1.0	5
106	Master's level practice: Introduction, history, and current status.. <i>Professional Psychology: Research and Practice</i> , 2018, 49, 299-305.	1.0	3
107	Psychometric Properties of the Shipley Block Design Task: A Study With Jamaican Young Adults. <i>Journal of Psychoeducational Assessment</i> , 2017, 35, 506-520.	1.5	4
108	Parent and teacher perspectives on psychological adjustment: A national measurement study in Trinidad and Tobago. <i>International Journal of School and Educational Psychology</i> , 2017, 5, 74-87.	1.6	6

#	ARTICLE	IF	CITATIONS
109	Psychometric Properties of Turkish Adolescent Time Inventory-Time Attitude (ATI-TA) Scores. <i>International Perspectives in Psychology: Research, Practice, Consultation</i> , 2017, 6, 47-59.	0.7	14
110	The Role of Domains in the Conceptualization of Talent. <i>Roeper Review</i> , 2017, 39, 59-69.	0.8	16
111	The 15-Minute Audition: Translating a Proof of Concept Into a Domain-Specific Screening Device for Mathematical Talent. <i>Gifted Child Quarterly</i> , 2017, 61, 164-171.	2.0	5
112	University-Partnered New School Designs: Fertile Ground for Researchâ€“Practice Partnerships. <i>Educational Researcher</i> , 2017, 46, 143-146.	5.4	21
113	Psychosocial Keys to African American Achievement? Examining the Relationship Between Achievement and Psychosocial Variables in High Achieving African Americans. <i>Journal of Advanced Academics</i> , 2017, 28, 120-140.	1.1	21
114	Profiles of hope: How clusters of hope relate to school variables. <i>Learning and Individual Differences</i> , 2017, 59, 55-64.	2.7	73
115	Response to ACCEL: Emphasize Development, Domains, and Application. <i>Roeper Review</i> , 2017, 39, 199-202.	0.8	2
116	Let Us Dance. <i>Qualitative Inquiry</i> , 2017, 23, 495-501.	1.4	3
117	Assessing Nigrescence Beyond the United States: Black Racial Identity Attitudes in Jamaica. <i>Identity</i> , 2017, 17, 224-238.	2.0	3
118	Parental autonomy support, community feeling and student expectations as contributors to later achievement among adolescents. <i>Educational Psychology</i> , 2017, 37, 261-271.	2.7	83
119	School Psychological Practice with Gifted Students. , 2017, , 575-593.		8
120	CLASSROOM CONTEXTS AS THE FRAMEWORK FOR ASSESSING SOCIALâ€“EMOTIONAL ADJUSTMENT: A NATIONAL STUDY IN TRINIDAD AND TOBAGO. <i>Psychology in the Schools</i> , 2016, 53, 626-640.	1.8	3
121	Ethnic Identity, Stereotype Threat, and Perceived Discrimination Among Native American Adolescents. <i>Journal of Research on Adolescence</i> , 2016, 26, 769-775.	3.7	30
122	INTRINSIC MOTIVATION, LEARNING GOALS, ENGAGEMENT, AND ACHIEVEMENT IN A DIVERSE HIGH SCHOOL. <i>Psychology in the Schools</i> , 2016, 53, 321-336.	1.8	221
123	Helping Disadvantaged and Spatially Talented Students Fulfill Their Potential. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 122-128.	2.4	29
124	Assessing the Assessments of Teacher Preparation. <i>Theory Into Practice</i> , 2016, 55, 160-167.	1.6	9
125	The relationship between time attitudes profiles and self-efficacy, sensation seeking, and alcohol use: An exploratory study. <i>Personality and Individual Differences</i> , 2016, 97, 203-209.	2.9	66
126	Aiming Talent Development Toward Creative Eminence in the 21st Century. <i>Roeper Review</i> , 2016, 38, 140-152.	0.8	26

#	ARTICLE	IF	CITATIONS
127	Competition's Role in Developing Psychological Strength and Outstanding Performance. Review of General Psychology, 2016, 20, 259-271.	3.2	17
128	Beyond perceived ability: the contribution of psychosocial factors to academic performance. Annals of the New York Academy of Sciences, 2016, 1377, 67-77.	3.8	95
129	Aloha teachers: teacher autonomy support promotes Native Hawaiian and Pacific Islander students'™ motivation, school belonging, course-taking and math achievement. Social Psychology of Education, 2016, 19, 879-894.	2.5	88
130	Psychometric properties of time attitude scores in young, middle, and older adult samples. Personality and Individual Differences, 2016, 101, 57-61.	2.9	36
131	Formative and Summative Assessment in the Classroom. Theory Into Practice, 2016, 55, 153-159.	1.6	194
132	The Role of Domains in the Conceptualization of Talent. , 2016, , 81-99.		7
133	A pathway model for emotional distress and implications for therapeutic jurisprudence in African American juvenile court respondents.. Cultural Diversity and Ethnic Minority Psychology, 2016, 22, 341-349.	2.0	1
134	The development and validation of the Memory Support Rating Scale.. Psychological Assessment, 2016, 28, 715-725.	1.5	17
135	Psychology's™ core knowledge, scientific subfields, and health service specialization: Preparing a competent workforce's™ recommendations from the Opening Doors Summit.. Training and Education in Professional Psychology, 2016, 10, 84-92.	1.2	7
136	The Effects of Stigma Priming on Forensic Screening in African American Youth. Counseling Psychologist, 2015, 43, 1162-1189.	1.2	47
137	Concurrent validity of Zimbardo Time Perspective Inventory profiles: A secondary analysis of data from the United Kingdom. Journal of Adolescence, 2015, 42, 128-139.	2.4	20
138	Trinidad and Tobago National Standardization of the Adjustment Scales for Children and Adolescents. International Journal of School and Educational Psychology, 2015, 3, 278-292.	1.6	5
139	Antecedent and concurrent psychosocial skills that support high levels of achievement within talent domains. High Ability Studies, 2015, 26, 195-210.	1.9	66
140	Measuring time perspective in adolescents: Can you get the right answer by asking the wrong questions?. Personality and Individual Differences, 2015, 78, 53-57.	2.9	21
141	Back to 'the Future' Evidence of a Bifactor Solution for Scores on the Consideration of Future Consequences Scale. Journal of Personality Assessment, 2015, 97, 395-402.	2.1	20
142	Conceptualizations of Giftedness and the Development of Talent: Implications for Counselors. Journal of Counseling and Development, 2015, 93, 143-152.	2.4	31
143	Reliability and factorial validity of Adolescent Time Inventory's™ Time Attitude (ATI-TA) Scores in Scottish and Northern Irish adolescents. Personality and Individual Differences, 2015, 86, 412-416.	2.9	18
144	Less is not always more: The case of the 36-item short form of the Zimbardo Time Perspective Inventory. Personality and Individual Differences, 2015, 72, 68-71.	2.9	32

#	ARTICLE	IF	CITATIONS
145	The Past, the Present, and the Future: A Conceptual Model of Time Perspective in Adolescence. , 2015, , 115-129.		65
146	Aesthetic Development in Male Students in Iran. International Journal for Innovation Education and Research, 2015, 3, 37-46.	0.1	2
147	Cross Racial Identity Scale (CRIS) scores and profiles in African American adolescents involved with the juvenile justice system.. Journal of Counseling Psychology, 2014, 61, 570-580.	2.0	17
148	THEORIES SCHOOL PSYCHOLOGISTS SHOULD KNOW: CULTURE AND ACADEMIC ACHIEVEMENT. Psychology in the Schools, 2014, 51, 332-347.	1.8	61
149	PREDICTING EDUCATIONAL OUTCOMES AND PSYCHOLOGICAL WELL-BEING IN ADOLESCENTS USING TIME ATTITUDE PROFILES. Psychology in the Schools, 2014, 51, 434-451.	1.8	98
150	From Central Guidance Unit to Student Support Services Unit: The Outcome of a Consultation Process in Trinidad and Tobago. Journal of Educational and Psychological Consultation, 2014, 24, 283-306.	1.1	7
151	Developing International Partnerships: American School Psychologists Consulting in Other Countries. Journal of Educational and Psychological Consultation, 2014, 24, 261-264.	1.1	40
152	MACI Scores of African American Males in a Forensic Setting: Are We Measuring What We Think We Are Measuring?. Journal of Forensic Psychology Practice, 2014, 14, 418-437.	0.4	2
153	INTRODUCTION TO THE SPECIAL ISSUE: CULTURE COUNTS. Psychology in the Schools, 2014, 51, 329-331.	1.8	4
154	The Talent Gap. Scientific American, 2014, 311, 13-13.	1.0	4
155	What do temporal profiles tell us about adolescent alcohol use? Results from a large sample in the United Kingdom. Journal of Adolescence, 2014, 37, 1319-1328.	2.4	48
156	Aesthetic Development in Female Students in Iran. Asia-Pacific Education Researcher, 2014, 23, 473-481.	3.7	1
157	A critical examination of the reliability and validity of the SZTPI-15 in British, American and Australian samples. Personality and Individual Differences, 2014, 69, 168-172.	2.9	10
158	School and academic interventions.. , 2014, , 543-559.		45
159	Demographic group differences in adolescents' time attitudes. Journal of Adolescence, 2013, 36, 289-301.	2.4	48
160	Introducing an instrument to assess time orientation and time relation in adolescents. Journal of Adolescence, 2013, 36, 551-563.	2.4	42
161	Clusters of CRIS scores and psychological adjustment.. Cultural Diversity and Ethnic Minority Psychology, 2013, 19, 86-91.	2.0	51
162	An Analysis of Cross Racial Identity Scale Scores Using Classical Test Theory and Rasch Item Response Models. Measurement and Evaluation in Counseling and Development, 2013, 46, 136-153.	2.3	9

#	ARTICLE	IF	CITATIONS
163	Introducing English and German Versions of the Adolescent Time Attitude Scale. <i>Assessment</i> , 2013, 20, 496-510.	3.1	90
164	Adolescent time attitude scale (ATAS) scores and academic outcomes in secondary school females in New Zealand. <i>International Journal of Quantitative Research in Education</i> , 2013, 1, 251.	0.1	45
165	A Proposed Direction Forward for Gifted Education Based on Psychological Science. <i>Gifted Child Quarterly</i> , 2012, 56, 176-188.	2.0	55
166	Important Issues, Some Rhetoric, and a Few Straw Men. <i>Gifted Child Quarterly</i> , 2012, 56, 224-231.	2.0	17
167	Assessment Practices and the Underrepresentation of Minority Students in Gifted and Talented Education. <i>Journal of Psychoeducational Assessment</i> , 2012, 30, 74-87.	1.5	77
168	Intersections of Race, Identity, and Academic Achievement. <i>Human Development</i> , 2012, 55, 97-104.	2.0	4
169	A Longitudinal Investigation of African American and Hispanic Adolescents' Educational and Occupational Expectations and Corresponding Attainment in Adulthood. <i>Journal of Education for Students Placed at Risk</i> , 2012, 17, 266-285.	2.5	10
170	Best Practices in Identifying Students for Gifted and Talented Education Programs. <i>Journal of Applied School Psychology</i> , 2011, 27, 319-340.	0.9	77
171	Rethinking Giftedness and Gifted Education. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2011, 12, 3-54.	10.7	719
172	Professional psychology training in the era of a thousand flowers: Dilemmas and challenges for the future.. <i>Training and Education in Professional Psychology</i> , 2011, 5, 57-68.	1.2	23
173	Factor structure of child behavior scale scores in peruvian preschoolers. <i>Psychology in the Schools</i> , 2011, 48, 931-942.	1.8	1
174	Predictors of Success in Accelerated and Enrichment Summer Mathematics Courses for Academically Talented Adolescents. <i>Journal of Advanced Academics</i> , 2011, 22, 558-577.	1.1	5
175	Cross Racial Identity Scale (CRIS) Scores: Stability and Relationships With Psychological Adjustment. <i>Journal of Personality Assessment</i> , 2011, 93, 637-648.	2.1	21
176	Do I belong? It depends on when you ask.. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 2011, 17, 432-436.	2.0	34
177	The Influence of Instrumentality Beliefs on Intrinsic Motivation: A Study of High-Achieving Adolescents. <i>Journal of Advanced Academics</i> , 2010, 21, 470-498.	1.1	25
178	(Re)Examining Racial Identity Attitude Differences Across Gender, Community Type, and Socioeconomic Status Among African American College Students. <i>Identity</i> , 2010, 10, 164-180.	2.0	13
179	A Psychometric Examination of Multidimensional Inventory of Black Identity (MIBI) Scores. <i>Assessment</i> , 2009, 16, 337-351.	3.1	20
180	The Factor Structure of Preschool Learning Behaviors Scale Scores in Peruvian Children. <i>Canadian Journal of School Psychology</i> , 2009, 24, 318-331.	2.9	12

#	ARTICLE	IF	CITATIONS
181	Myth 4: A Single Test Score or Indicator Tells Us All We Need to Know About Giftedness. <i>Gifted Child Quarterly</i> , 2009, 53, 242-244.	2.0	37
182	What does gifted mean? Personal and social identity perspectives on giftedness in adolescence.. , 2009, , 131-152.		15
183	Psychometric Properties of Scores on Three Black Racial Identity Scales. <i>Assessment</i> , 2008, 15, 259-276.	3.1	31
184	Evaluating the State of a Field: Effect Size Reporting in Gifted Education. <i>Journal of Experimental Education</i> , 2008, 77, 55-68.	2.6	21
185	Nigrescence Attitudes in Adolescence, Emerging Adulthood, and Adulthood. <i>Journal of Black Psychology</i> , The, 2008, 34, 156-178.	1.7	17
186	Reliability and Validity of Self-Concept Scores in Secondary School Students in Trinidad and Tobago. <i>School Psychology International</i> , 2008, 29, 466-480.	1.9	5
187	A Confirmatory Factor Analysis of Cross Racial Identity Scale (CRIS) Scores. <i>Educational and Psychological Measurement</i> , 2008, 68, 1041-1058.	2.4	22
188	Academically Talented Students' Attitudes Toward Service in the Community. <i>Gifted Child Quarterly</i> , 2008, 52, 170-179.	2.0	4
189	Gender Variation in Extracurricular Activity Participation and Perceived Life Chances in Trinidad and Tobago Adolescents. <i>Psyche</i> , 2008, 17, .	0.4	4
190	Ethnic Identity, Academic Achievement, and Global Self-Concept in Four Groups of Academically Talented Adolescents. <i>Gifted Child Quarterly</i> , 2007, 51, 23-38.	2.0	87
191	The Reliability and Validity of Zimbardo Time Perspective Inventory Scores in Academically Talented Adolescents. <i>Educational and Psychological Measurement</i> , 2007, 67, 487-504.	2.4	105
192	Measuring nigrescence attitudes in school-aged adolescents. <i>Journal of Adolescence</i> , 2007, 30, 187-202.	2.4	18
193	SPECIAL ISSUE COMMENTARY: Consultation in the Gifted-Education Arena: Old Wine in a New Skin. <i>Journal of Educational and Psychological Consultation</i> , 2007, 17, 375-386.	1.1	2
194	Multigroup Ethnic Identity Measure Scores in a Sample of Adolescents From Zimbabwe. <i>Identity</i> , 2006, 6, 35-59.	2.0	38
195	Elementary reading attitude survey (ERAS) scores in academically talented students. <i>Roeper Review</i> , 2006, 29, 119-124.	0.8	30
196	The factor structure of the Fear Survey Schedule for Childrenâ€”II in Trinidadian children and adolescents. <i>Journal of Anxiety Disorders</i> , 2006, 20, 740-759.	3.2	21
197	The Relationship Between Racial and Ethnic Identity in Black Adolescents: The Cross Racial Identity Scale and the Multigroup Ethnic Identity Measure. <i>Identity</i> , 2006, 6, 293-315.	2.0	36
198	Generalizing Nigrescence Profiles. <i>Counseling Psychologist</i> , 2006, 34, 519-547.	1.2	50

#	ARTICLE	IF	CITATIONS
199	The Relationship of Time Perspective to Age, Gender, and Academic Achievement among Academically Talented Adolescents. <i>Journal for the Education of the Gifted</i> , 2006, 29, 271-289.	1.0	108
200	A Study of Academically Talented Students's™ Participation in Extracurricular Activities. <i>Journal of Secondary Gifted Education</i> , 2005, 16, 74-86.	0.2	19
201	Reliability and Structural Validity of Cross Racial Identity Scale Scores in a Sample of African American Adults. <i>Journal of Black Psychology</i> , The, 2004, 30, 489-505.	1.7	33
202	Reliability and Validity of Learning Behaviors Scale (LBS) Scores With Academically Talented Students: A Comparative Perspective. <i>Gifted Child Quarterly</i> , 2004, 48, 287-308.	2.0	19
203	The Reliability and Validity of Big Five Inventory Scores With African American College Students. <i>Journal of Multicultural Counseling and Development</i> , 2004, 32, 18-32.	1.0	28
204	Global and Domain-Specific Self-Concepts in Academically Talented Asian American and White Adolescents. <i>Gifted Child Quarterly</i> , 2002, 46, 90-97.	2.0	10
205	Validating the Cross Racial Identity Scale.. <i>Journal of Counseling Psychology</i> , 2002, 49, 71-85.	2.0	173
206	The Reliability and Validity of Scores on the Almost Perfect Scaleâ€“Revised With Academically Talented Middle School Students. <i>Journal of Secondary Gifted Education</i> , 2002, 13, 108-119.	0.2	33
207	Construct Validity of the WISC-III for White and Black Students from the WISC-III Standardization Sample and for Black Students Referred for Psychological Evaluation. <i>School Psychology Review</i> , 2001, 30, 70-88.	3.0	31
208	The relationship of hope in the future and perceived school climate to school completion.. <i>School Psychology Quarterly</i> , 2001, 16, 370-388.	2.0	94
209	Construct validity of the learning behavior scale with an independent sample of students. <i>Psychology in the Schools</i> , 2001, 38, 207-215.	1.8	25
210	Cross's Nigrescence Model: From Theory to Scale to Theory. <i>Journal of Multicultural Counseling and Development</i> , 2001, 29, 174-200.	1.0	90
211	Nigrescence Theory: Current Status and Challenges for the Future. <i>Journal of Multicultural Counseling and Development</i> , 2001, 29, 201-213.	1.0	80
212	Gender Differences in the Motivation for and Selection of Courses in a Summer Program for Academically Talented Students. <i>Gifted Child Quarterly</i> , 2001, 45, 283-293.	2.0	3
213	Reliability of the Social Skills Rating System with Rural Appalachian Children from Families with Low Incomes. <i>Journal of Psychoeducational Assessment</i> , 2001, 19, 45-53.	1.5	8
214	The reliability and validity of the instructional climate inventory-student form. <i>Psychology in the Schools</i> , 2000, 37, 291-298.	1.8	9
215	Diagnostic utility of the number of Wisc-III subtests deviating from mean performance among students with learning disabilities. <i>Psychology in the Schools</i> , 2000, 37, 303-309.	1.8	15
216	Multi-Year Persistence of Nontraditional Students in an Academic Talent Development Program. <i>Journal of Secondary Gifted Education</i> , 2000, 12, 80-89.	0.2	15

#	ARTICLE	IF	CITATIONS
217	A Validity Study of Scores on the Multigroup Ethnic Identity Measure Based on a Sample of Academically Talented Adolescents. <i>Educational and Psychological Measurement</i> , 2000, 60, 439-447.	2.4	54
218	Parents' Reports on Homework Amount and Problems in Academically Talented Elementary Students. <i>Gifted Child Quarterly</i> , 1999, 43, 86-94.	2.0	4
219	An Exploratory Factor Analysis of Harter's Self-Perception Profile for Adolescents with Academically Talented Students. <i>Educational and Psychological Measurement</i> , 1997, 57, 1016-1024.	2.4	12
220	7. CHILDREN AND YOUTH IN POVERTY IN TRINIDAD AND TOBAGO: A LACK OF COMMITMENT IN THE MIDST OF PLENTY. <i>Advances in Education in Diverse Communities: Research, Policy and Praxis</i> , 0, , 145-175.	0.1	1
221	Time to change your attitude? Socio-economic status, academic attainment, and time attitudes in Glasgow school children. <i>International Journal of School and Educational Psychology</i> , 0, , 1-10.	1.6	2
222	Culture as Race/Ethnicity. , 0, , .		5
223	Measuring time attitudes in Slovenia: Psychometric proprieties of the Adolescent and Adult Time Attitude Scale (AATI-TA). <i>Psiholoska Obzorja</i> , 0, , 89-97.	0.1	3