

Frank C Worrell

List of Publications by Year in descending order

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223
papers

5,629
citations

116194

36
h-index

124990

64
g-index

230
all docs

230
docs citations

230
times ranked

2693
citing authors

#	ARTICLE	IF	CITATIONS
1	Rethinking Giftedness and Gifted Education. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2011, 12, 3-54.	6.7	719
2	INTRINSIC MOTIVATION, LEARNING GOALS, ENGAGEMENT, AND ACHIEVEMENT IN A DIVERSE HIGH SCHOOL. <i>Psychology in the Schools</i> , 2016, 53, 321-336.	1.1	221
3	Formative and Summative Assessment in the Classroom. <i>Theory Into Practice</i> , 2016, 55, 153-159.	0.9	194
4	Validating the Cross Racial Identity Scale.. <i>Journal of Counseling Psychology</i> , 2002, 49, 71-85.	1.4	173
5	Gifted Students. <i>Annual Review of Psychology</i> , 2019, 70, 551-576.	9.9	116
6	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.	0.5	108
7	The Reliability and Validity of Zimbardo Time Perspective Inventory Scores in Academically Talented Adolescents. <i>Educational and Psychological Measurement</i> , 2007, 67, 487-504.	1.2	105
8	PREDICTING EDUCATIONAL OUTCOMES AND PSYCHOLOGICAL WELL-BEING IN ADOLESCENTS USING TIME ATTITUDE PROFILES. <i>Psychology in the Schools</i> , 2014, 51, 434-451.	1.1	98
9	Beyond perceived ability: the contribution of psychosocial factors to academic performance. <i>Annals of the New York Academy of Sciences</i> , 2016, 1377, 67-77.	1.8	95
10	The relationship of hope in the future and perceived school climate to school completion.. <i>School Psychology Quarterly</i> , 2001, 16, 370-388.	2.4	94
11	Cross's Nigrescence Model: From Theory to Scale to Theory. <i>Journal of Multicultural Counseling and Development</i> , 2001, 29, 174-200.	0.6	90
12	Introducing English and German Versions of the Adolescent Time Attitude Scale. <i>Assessment</i> , 2013, 20, 496-510.	1.9	90
13	Aloha teachers: teacher autonomy support promotes Native Hawaiian and Pacific Islander students's™ motivation, school belonging, course-taking and math achievement. <i>Social Psychology of Education</i> , 2016, 19, 879-894.	1.2	88
14	Ethnic Identity, Academic Achievement, and Global Self-Concept in Four Groups of Academically Talented Adolescents. <i>Gifted Child Quarterly</i> , 2007, 51, 23-38.	1.2	87
15	Teacher's™ student relationships, psychological need satisfaction, and happiness among diverse students. <i>Psychology in the Schools</i> , 2019, 56, 856-870.	1.1	84
16	Parental autonomy support, community feeling and student expectations as contributors to later achievement among adolescents. <i>Educational Psychology</i> , 2017, 37, 261-271.	1.2	83
17	Nigrescence Theory: Current Status and Challenges for the Future. <i>Journal of Multicultural Counseling and Development</i> , 2001, 29, 201-213.	0.6	80
18	Best Practices in Identifying Students for Gifted and Talented Education Programs. <i>Journal of Applied School Psychology</i> , 2011, 27, 319-340.	0.4	77

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19	Assessment Practices and the Underrepresentation of Minority Students in Gifted and Talented Education. <i>Journal of Psychoeducational Assessment</i> , 2012, 30, 74-87.	0.9	77
20	Profiles of hope: How clusters of hope relate to school variables. <i>Learning and Individual Differences</i> , 2017, 59, 55-64.	1.5	73
21	Antecedent and concurrent psychosocial skills that support high levels of achievement within talent domains. <i>High Ability Studies</i> , 2015, 26, 195-210.	1.0	66
22	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.	1.6	66
23	The Past, the Present, and the Future: A Conceptual Model of Time Perspective in Adolescence. , 2015, , 115-129.		65
24	THEORIES SCHOOL PSYCHOLOGISTS SHOULD KNOW: CULTURE AND ACADEMIC ACHIEVEMENT. <i>Psychology in the Schools</i> , 2014, 51, 332-347.	1.1	61
25	Recruiting and Retaining Underrepresented Gifted Students. , 2018, , 209-226.		61
26	The magic of hope: Hope mediates the relationship between socioeconomic status and academic achievement. <i>Journal of Educational Research</i> , 2018, 111, 507-515.	0.8	57
27	A Proposed Direction Forward for Gifted Education Based on Psychological Science. <i>Gifted Child Quarterly</i> , 2012, 56, 176-188.	1.2	55
28	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.	1.2	54
29	Clusters of CRIS scores and psychological adjustment.. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 2013, 19, 86-91.	1.3	51
30	Generalizing Nigrescence Profiles. <i>Counseling Psychologist</i> , 2006, 34, 519-547.	0.8	50
31	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.	1.2	50
32	Demographic group differences in adolescents' time attitudes. <i>Journal of Adolescence</i> , 2013, 36, 289-301.	1.2	48
33	What do temporal profiles tell us about adolescent alcohol use? Results from a large sample in the United Kingdom. <i>Journal of Adolescence</i> , 2014, 37, 1319-1328.	1.2	48
34	Talent Development in Achievement Domains: A Psychological Framework for Within- and Cross-Domain Research. <i>Perspectives on Psychological Science</i> , 2020, 15, 691-722.	5.2	48
35	The Effects of Stigma Priming on Forensic Screening in African American Youth. <i>Counseling Psychologist</i> , 2015, 43, 1162-1189.	0.8	47
36	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

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37	School and academic interventions.. , 2014, , 543-559.		45
38	Introducing an instrument to assess time orientation and time relation in adolescents. <i>Journal of Adolescence</i> , 2013, 36, 551-563.	1.2	42
39	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.	1.7	41
40	Developing International Partnerships: American School Psychologists Consulting in Other Countries. <i>Journal of Educational and Psychological Consultation</i> , 2014, 24, 261-264.	1.0	40
41	Multigroup Ethnic Identity Measure Scores in a Sample of Adolescents From Zimbabwe. <i>Identity</i> , 2006, 6, 35-59.	1.2	38
42	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.	1.2	37
43	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.	1.2	36
44	Psychometric properties of time attitude scores in young, middle, and older adult samples. <i>Personality and Individual Differences</i> , 2016, 101, 57-61.	1.6	36
45	Do I belong? It depends on when you ask.. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 2011, 17, 432-436.	1.3	34
46	The Reliability and Validity of Scores on the Almost Perfect Scale—Revised With Academically Talented Middle School Students. <i>Journal of Secondary Gifted Education</i> , 2002, 13, 108-119.	0.2	33
47	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.	1.0	33
48	Less is not always more: The case of the 36-item short form of the Zimbardo Time Perspective Inventory. <i>Personality and Individual Differences</i> , 2015, 72, 68-71.	1.6	32
49	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.	1.8	31
50	Psychometric Properties of Scores on Three Black Racial Identity Scales. <i>Assessment</i> , 2008, 15, 259-276.	1.9	31
51	Conceptualizations of Giftedness and the Development of Talent: Implications for Counselors. <i>Journal of Counseling and Development</i> , 2015, 93, 143-152.	1.3	31
52	Elementary reading attitude survey (ERAS) scores in academically talented students. <i>Roeper Review</i> , 2006, 29, 119-124.	0.6	30
53	Ethnic Identity, Stereotype Threat, and Perceived Discrimination Among Native American Adolescents. <i>Journal of Research on Adolescence</i> , 2016, 26, 769-775.	1.9	30
54	Helping Disadvantaged and Spatially Talented Students Fulfill Their Potential. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 122-128.	1.4	29

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55	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.	0.6	28
56	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.	1.3	27
57	Aiming Talent Development Toward Creative Eminence in the 21st Century. <i>Roeper Review</i> , 2016, 38, 140-152.	0.6	26
58	Benchmarking Psychosocial Skills Important for Talent Development. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 161-176.	1.3	26
59	Construct validity of the learning behavior scale with an independent sample of students. <i>Psychology in the Schools</i> , 2001, 38, 207-215.	1.1	25
60	The Influence of Instrumentality Beliefs on Intrinsic Motivation: A Study of High-Achieving Adolescents. <i>Journal of Advanced Academics</i> , 2010, 21, 470-498.	0.5	25
61	Advancing Diversity, Equity, and Inclusion in School Psychology: Be the Change. <i>School Psychology Review</i> , 2021, 50, 1-7.	1.8	24
62	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.	0.9	23
63	A Confirmatory Factor Analysis of Cross Racial Identity Scale (CRIS) Scores. <i>Educational and Psychological Measurement</i> , 2008, 68, 1041-1058.	1.2	22
64	What time is it? Temporal psychology measures relate differently to alcohol-related health outcomes. <i>Addiction Research and Theory</i> , 2018, 26, 20-27.	1.2	22
65	Time Perspective and Risky Behaviors Among Nigerian Young Adults. <i>Journal of Adult Development</i> , 2019, 26, 161-171.	0.8	22
66	The factor structure of the Fear Survey Schedule for Children in Trinidadian children and adolescents. <i>Journal of Anxiety Disorders</i> , 2006, 20, 740-759.	1.5	21
67	Evaluating the State of a Field: Effect Size Reporting in Gifted Education. <i>Journal of Experimental Education</i> , 2008, 77, 55-68.	1.6	21
68	Cross Racial Identity Scale (CRIS) Scores: Stability and Relationships With Psychological Adjustment. <i>Journal of Personality Assessment</i> , 2011, 93, 637-648.	1.3	21
69	Measuring time perspective in adolescents: Can you get the right answer by asking the wrong questions?. <i>Personality and Individual Differences</i> , 2015, 78, 53-57.	1.6	21
70	University-Partnered New School Designs: Fertile Ground for Research Practice Partnerships. <i>Educational Researcher</i> , 2017, 46, 143-146.	3.3	21
71	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.	0.5	21
72	Time perspective, psychological outcomes, and risky behavior among runaway adolescents. <i>Applied Developmental Science</i> , 2018, 22, 233-243.	1.0	21

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73	A Psychometric Examination of Multidimensional Inventory of Black Identity (MIBI) Scores. <i>Assessment</i> , 2009, 16, 337-351.	1.9	20
74	Concurrent validity of Zimbardo Time Perspective Inventory profiles: A secondary analysis of data from the United Kingdom. <i>Journal of Adolescence</i> , 2015, 42, 128-139.	1.2	20
75	Back to "the Future": Evidence of a Bifactor Solution for Scores on the Consideration of Future Consequences Scale. <i>Journal of Personality Assessment</i> , 2015, 97, 395-402.	1.3	20
76	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.	1.9	20
77	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.	1.2	19
78	A Study of Academically Talented Students™ Participation in Extracurricular Activities. <i>Journal of Secondary Gifted Education</i> , 2005, 16, 74-86.	0.2	19
79	Comparing Metacognition Assessments of Mathematics in Academically Talented Students. <i>Gifted Child Quarterly</i> , 2018, 62, 259-275.	1.2	19
80	Talent development: A path toward eminence.. , 2018, , 247-258.		19
81	Measuring nigrescence attitudes in school-aged adolescents. <i>Journal of Adolescence</i> , 2007, 30, 187-202.	1.2	18
82	Reliability and factorial validity of Adolescent Time Inventory—Time Attitude (ATI-TA) Scores in Scottish and Northern Irish adolescents. <i>Personality and Individual Differences</i> , 2015, 86, 412-416.	1.6	18
83	Nigrescence Attitudes in Adolescence, Emerging Adulthood, and Adulthood. <i>Journal of Black Psychology</i> , The, 2008, 34, 156-178.	1.0	17
84	Important Issues, Some Rhetoric, and a Few Straw Men. <i>Gifted Child Quarterly</i> , 2012, 56, 224-231.	1.2	17
85	Cross Racial Identity Scale (CRIS) scores and profiles in African American adolescents involved with the juvenile justice system.. <i>Journal of Counseling Psychology</i> , 2014, 61, 570-580.	1.4	17
86	Competition's Role in Developing Psychological Strength and Outstanding Performance. <i>Review of General Psychology</i> , 2016, 20, 259-271.	2.1	17
87	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.	1.2	17
88	The development and validation of the Memory Support Rating Scale.. <i>Psychological Assessment</i> , 2016, 28, 715-725.	1.2	17
89	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.	1.2	17
90	The Role of Domains in the Conceptualization of Talent. <i>Roeper Review</i> , 2017, 39, 59-69.	0.6	16

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91	Environmental Factors and Personal Characteristics Interact to Yield High Performance in Domains. <i>Frontiers in Psychology</i> , 2019, 10, 2804.	1.1	16
92	Talent development as the most promising focus of giftedness and gifted education.. , 2018, , 231-245.		16
93	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.	1.1	15
94	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
95	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.	1.7	15
96	What does gifted mean? Personal and social identity perspectives on giftedness in adolescence.. , 2009, , 131-152.		15
97	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.	0.4	14
98	The Zimbardo time perspective inventory: Time for a new strategy, not more new shortened versions. <i>Time and Society</i> , 2019, 28, 1167-1180.	0.8	14
99	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.	1.9	14
100	The Talent Development Megamodel: A Domain-Specific Conceptual Framework Based on the Psychology of High Performance. , 2021, , 425-442.		14
101	(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.	1.2	13
102	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.	1.2	13
103	The psychology of high performance: Overarching themes.. , 2019, , 369-385.		13
104	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.	1.2	12
105	The Factor Structure of Preschool Learning Behaviors Scale Scores in Peruvian Children. <i>Canadian Journal of School Psychology</i> , 2009, 24, 318-331.	1.6	12
106	How talented low-income kids are left behind. <i>Phi Delta Kappan</i> , 2020, 102, 26-29.	0.4	12
107	Achieving Equity in Gifted Education: Ideas and Issues. <i>Gifted Child Quarterly</i> , 2022, 66, 79-81.	1.2	12
108	TIME ATTITUDE PROFILES IN AMERICAN ADOLESCENTS: EDUCATIONAL AND PSYCHOLOGICAL CORRELATES. <i>Research in Human Development</i> , 2019, 16, 102-118.	0.8	11

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109	Who will teach the teachers? Examining implicit bias in the educator workforce. <i>Learning and Instruction</i> , 2021, 78, 101518.	1.9	11
110	Global and Domain-Specific Self-Concepts in Academically Talented Asian American and White Adolescents. <i>Gifted Child Quarterly</i> , 2002, 46, 90-97.	1.2	10
111	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.	1.5	10
112	A critical examination of the reliability and validity of the SZTPI-15 in British, American and Australian samples. <i>Personality and Individual Differences</i> , 2014, 69, 168-172.	1.6	10
113	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.	0.4	10
114	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.	1.2	10
115	The reliability and validity of the instructional climate inventory-student form. <i>Psychology in the Schools</i> , 2000, 37, 291-298.	1.1	9
116	An Analysis of Cross Racial Identity Scale Scores Using Classical Test Theory and Rasch Item Response Models. <i>Measurement and Evaluation in Counseling and Development</i> , 2013, 46, 136-153.	1.6	9
117	Assessing the Assessments of Teacher Preparation. <i>Theory Into Practice</i> , 2016, 55, 160-167.	0.9	9
118	The role of the family in talent development.. , 2018, , 465-477.		9
119	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.	0.9	8
120	Time attitudes and mental well-being, psychological, and somatic symptomatology in final year high school students. <i>Current Psychology</i> , 2021, 40, 4541-4552.	1.7	8
121	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.	1.2	8
122	Time Perspective Constructs in Albanian and Italian Adolescents: Exploratory Analyses. <i>Psychological Reports</i> , 2021, 124, 693-719.	0.9	8
123	School Psychological Practice with Gifted Students. , 2017, , 575-593.		8
124	From Central Guidance Unit to Student Support Services Unit: The Outcome of a Consultation Process in Trinidad and Tobago. <i>Journal of Educational and Psychological Consultation</i> , 2014, 24, 283-306.	1.0	7
125	The Learning Behaviors Scale: National standardization in Trinidad and Tobago. <i>International Journal of School and Educational Psychology</i> , 2018, 6, 35-49.	1.0	7
126	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.	0.8	7

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127	The Role of Domains in the Conceptualization of Talent. , 2016, , 81-99.		7
128	Psychology's core knowledge, scientific subfields, and health service specialization: Preparing a competent workforce—recommendations from the Opening Doors Summit.. Training and Education in Professional Psychology, 2016, 10, 84-92.	0.9	7
129	Parent and teacher perspectives on psychological adjustment: A national measurement study in Trinidad and Tobago. International Journal of School and Educational Psychology, 2017, 5, 74-87.	1.0	6
130	Developing academic talent as a practicing school psychologist: From potential to expertise. Psychology in the Schools, 2020, 57, 1582-1595.	1.1	6
131	Time Attitude Profiles and Health-Related Behaviors: Validation of a Spanish Version of the Adolescent and Adult Time Inventory—Time Attitudes (AATI-TA). Spanish Journal of Psychology, 2020, 23, e51.	1.1	6
132	Psychometric properties of the Chinese version of the Zimbardo Time Perspective Inventory. Current Psychology, 2023, 42, 13547-13559.	1.7	6
133	Reliability and Validity of Self-Concept Scores in Secondary School Students in Trinidad and Tobago. School Psychology International, 2008, 29, 466-480.	1.1	5
134	Predictors of Success in Accelerated and Enrichment Summer Mathematics Courses for Academically Talented Adolescents. Journal of Advanced Academics, 2011, 22, 558-577.	0.5	5
135	Trinidad and Tobago National Standardization of the Adjustment Scales for Children and Adolescents. International Journal of School and Educational Psychology, 2015, 3, 278-292.	1.0	5
136	The 15-Minute Audition: Translating a Proof of Concept Into a Domain-Specific Screening Device for Mathematical Talent. Gifted Child Quarterly, 2017, 61, 164-171.	1.2	5
137	Using Temporal Profiles and a Deviation from Balanced Approach to Understand Alcohol and Mental Health Problems. Journal of Psychology: Interdisciplinary and Applied, 2018, 152, 456-473.	0.9	5
138	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. Personality and Individual Differences, 156, 109772.. Personality and Individual Differences, 2020, 165, 110132.	1.6	5
139	Commentary: Consensus findings and future directions.. Professional Psychology: Research and Practice, 2018, 49, 327-331.	0.6	5
140	Culture as Race/Ethnicity. , 0, , .		5
141	From traditional practice to tiered comprehensive services for all: Developing a responsive school culture for the future.. School Psychology, 2020, 35, 428-439.	1.7	5
142	Parents' Reports on Homework Amount and Problems in Academically Talented Elementary Students. Gifted Child Quarterly, 1999, 43, 86-94.	1.2	4
143	Academically Talented Students' Attitudes Toward Service in the Community. Gifted Child Quarterly, 2008, 52, 170-179.	1.2	4
144	Gender Variation in Extracurricular Activity Participation and Perceived Life Chances in Trinidad and Tobago Adolescents. Psykhe, 2008, 17, .	0.4	4

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145	Intersections of Race, Identity, and Academic Achievement. <i>Human Development</i> , 2012, 55, 97-104.	1.2	4
146	INTRODUCTION TO THE SPECIAL ISSUE: CULTURE COUNTS. <i>Psychology in the Schools</i> , 2014, 51, 329-331.	1.1	4
147	The Talent Gap. <i>Scientific American</i> , 2014, 311, 13-13.	1.0	4
148	Psychometric Properties of the Shipley Block Design Task: A Study With Jamaican Young Adults. <i>Journal of Psychoeducational Assessment</i> , 2017, 35, 506-520.	0.9	4
149	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.	1.2	4
150	Gatekeeping in High-Performance Settings. <i>Review of General Psychology</i> , 2020, 24, 254-267.	2.1	4
151	The future of intelligence research and gifted education. <i>Intelligence</i> , 2021, 87, 101546.	1.6	4
152	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.	1.2	3
153	CLASSROOM CONTEXTS AS THE FRAMEWORK FOR ASSESSING SOCIAL-EMOTIONAL ADJUSTMENT: A NATIONAL STUDY IN TRINIDAD AND TOBAGO. <i>Psychology in the Schools</i> , 2016, 53, 626-640.	1.1	3
154	Let Us Dance. <i>Qualitative Inquiry</i> , 2017, 23, 495-501.	1.0	3
155	Assessing Nigrescence Beyond the United States: Black Racial Identity Attitudes in Jamaica. <i>Identity</i> , 2017, 17, 224-238.	1.2	3
156	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.	1.0	3
157	Media, Symbolic Violence and Racialized Habitus: Voices from Chinese Canadian Youth. <i>Canadian Journal of Sociology</i> , 2019, 44, 233-256.	0.4	3
158	The Academic Support Index: A Tool for Contextualizing Student Data. , 2020, , 138-154.		3
159	Parental Autonomy and Relatedness Support. , 2020, , 260-276.		3
160	Incorporating a Race Salience Subscale Into the Cross Racial Identity Scale (CRIS). <i>Journal of Black Psychology</i> , The, 2020, 46, 638-658.	1.0	3
161	“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.	1.6	3
162	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

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163	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.	1.7	3
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