

Marley W Watkins

List of Publications by Year in descending order

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140
papers

6,259
citations

71102

41
h-index

79698

73
g-index

142
all docs

142
docs citations

142
times ranked

4048
citing authors

#	ARTICLE	IF	CITATIONS
1	Long-term stability of Wechsler Intelligence Scale for Childrenâ€“fifth edition scores in a clinical sample. <i>Applied Neuropsychology: Child</i> , 2022, 11, 422-428.	1.4	8
2	Assessing the Psychometric Utility of IQ Scores: A Tutorial Using the Wechsler Intelligence Scale for Childrenâ€“Fifth Edition. <i>School Psychology Review</i> , 2022, 51, 619-633.	3.0	8
3	Will the Real Theoretical Structure of the WISC-V Please Stand Up? Implications for Clinical Interpretation. <i>Contemporary School Psychology</i> , 2022, 26, 492-503.	1.3	8
4	Factor Analysis and Variance Partitioning in Intelligence Test Research: Clarifying Misconceptions. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 28-38.	1.5	14
5	Measurement Invariance of the Wechsler Intelligence Scale for Children, Fifth Edition 10-Subtest Primary Battery: Can Index Scores be Compared across Age, Sex, and Diagnostic Groups?. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 89-99.	1.5	6
6	Construct Validity of the WISC-V in Clinical Cases: Exploratory and Confirmatory Factor Analyses of the 10 Primary Subtests. <i>Assessment</i> , 2020, 27, 274-296.	3.1	30
7	<scp>DASâ€“</scp> Cognitive Profiles Are Not Diagnostically Meaningful For Autism: A <scp>ROC</scp> Analysis. <i>Autism Research</i> , 2020, 13, 2143-2154.	3.8	4
8	Forecasting Accuracy of Earliest Assessment Versus Transitional Change in Early Education Classroom Problem Behavior Among Children at Risk. <i>School Psychology Review</i> , 2020, 49, 47-59.	3.0	5
9	Does the Factor Structure of IQ Differ Between the Differential Ability Scales (DASâ€“) Normative Sample and Autistic Children?. <i>Autism Research</i> , 2020, 13, 1184-1194.	3.8	7
10	Confirmatory factor analyses of the Baylor Revision of the Motivation to Read Survey (B-MRS) with middle school students.. <i>School Psychology</i> , 2020, 35, 1-9.	2.4	3
11	Construct validity of the Wechsler Intelligence Scale For Children â€“ Fifth <scp>UK</scp> Edition: Exploratory and confirmatory factor analyses of the 16 primary and secondary subtests. <i>British Journal of Educational Psychology</i> , 2019, 89, 195-224.	2.9	24
12	Emergent growth patterns of early education self-control problems among children from underresourced American families. <i>Early Childhood Research Quarterly</i> , 2019, 48, 1-13.	2.7	5
13	Structural validity of the Spanish Wechsler Intelligence Scale for Childrenâ€“Fourth Edition in a large sample of Spanish children with attention-deficit hyperactivity disorder. <i>International Journal of School and Educational Psychology</i> , 2019, 7, 2-14.	1.6	7
14	Construct validity of the Spanish Version of the Wechsler Intelligence Scale for Children Fifth Edition (WISC-V^{Spain}). <i>International Journal of School and Educational Psychology</i> , 2019, 7, 150-164.	1.6	19
15	Diagnostic Utility of the WISC-IV GAI > CPI Cognitive Score Profile for a Referred Sample of Children and Adolescents with Autism. <i>Contemporary School Psychology</i> , 2019, 23, 115-125.	1.3	3
16	Profile reliability of cognitive ability subscores in a referred sample.. <i>Archives of Scientific Psychology</i> , 2019, 7, 119-128.	0.8	9
17	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
18	Reliability and factorial validity of the Canadian Wechsler Intelligence Scale for Childrenâ€“Fifth Edition. <i>International Journal of School and Educational Psychology</i> , 2018, 6, 252-265.	1.6	28

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19	Factor Structure of the 10 WISC-V Primary Subtests Across Four Standardization Age Groups. <i>Contemporary School Psychology</i> , 2018, 22, 90-104.	1.3	46
20	Dimensions of Anxiety, Age, and Gender: Assessing Dimensionality and Measurement Invariance of the State-Trait for Cognitive and Somatic Anxiety (STICSA) in an Italian Sample. <i>Frontiers in Psychology</i> , 2018, 9, 2345.	2.1	30
21	Factor structure of the WISC-V in four standardization age groups: Exploratory and hierarchical factor analyses with the 16 primary and secondary subtests. <i>Psychology in the Schools</i> , 2018, 55, 741-769.	1.8	19
22	Initial assessment versus gradual change in early childhood behavior problems—Which better foretells the future?. <i>Psychology in the Schools</i> , 2018, 55, 1071-1085.	1.8	2
23	Exploratory Factor Analysis: A Guide to Best Practice. <i>Journal of Black Psychology</i> , The, 2018, 44, 219-246.	1.7	723
24	Structural Validity of the WISC-IV for Students With ADHD. <i>Journal of Attention Disorders</i> , 2017, 21, 921-928.	2.6	17
25	Multi-Informant Assessment of ADHD Symptom-Related Impairments Among Children and Adolescents. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2017, 46, 661-674.	3.4	24
26	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
27	The reliability of multidimensional neuropsychological measures: from alpha to omega. <i>Clinical Neuropsychologist</i> , 2017, 31, 1113-1126.	2.3	162
28	Construct validity of the Wechsler Intelligence Scale for Children – Fourth UK Edition with a referred Irish sample: Wechsler and Cattell – Horn – Carroll model comparisons with 15 subtests. <i>British Journal of Educational Psychology</i> , 2017, 87, 383-407.	2.9	17
29	Latent national subpopulations of early education classroom disengagement of children from underresourced families. <i>Journal of School Psychology</i> , 2017, 65, 69-82.	2.9	6
30	Evaluation of the ADHD Rating Scale in Youth with Autism. <i>Journal of Autism and Developmental Disorders</i> , 2017, 47, 90-100.	2.7	24
31	Structural validity of the Wechsler Intelligence Scale for Children – Fifth Edition: Confirmatory factor analyses with the 16 primary and secondary subtests.. <i>Psychological Assessment</i> , 2017, 29, 458-472.	1.5	77
32	A Cross-Lagged Panel Analysis of Psychometric Intelligence and Achievement in Reading and Math. <i>Journal of Intelligence</i> , 2017, 5, 31.	2.5	9
33	Structural Validity of the WISC-IV for Students With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2016, 49, 216-224.	2.2	31
34	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.	1.8	3
35	Factor structure of the Wechsler Intelligence Scale for Children – Fifth Edition: Exploratory factor analyses with the 16 primary and secondary subtests.. <i>Psychological Assessment</i> , 2016, 28, 975-986.	1.5	79
36	Parent and teacher ratings of attention-deficit/hyperactivity disorder symptoms: Factor structure and normative data.. <i>Psychological Assessment</i> , 2016, 28, 214-225.	1.5	149

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37	Exploratory bifactor analysis of the Wechsler Intelligence Scale for Children® Fifth Edition with the 16 primary and secondary subtests. <i>Intelligence</i> , 2015, 53, 194-201.	3.0	86
38	Are Fit Indices Biased in Favor of Bi-Factor Models in Cognitive Ability Research?: A Comparison of Fit in Correlated Factors, Higher-Order, and Bi-Factor Models via Monte Carlo Simulations. <i>Journal of Intelligence</i> , 2015, 3, 2-20.	2.5	120
39	Examining the validity of the Homework Performance Questionnaire: Multi-informant assessment in elementary and middle school.. <i>School Psychology Quarterly</i> , 2015, 30, 260-275.	2.0	23
40	The research impact of school psychology faculty. <i>Journal of School Psychology</i> , 2015, 53, 231-241.	2.9	9
41	Trinidad and Tobago National Standardization of the Adjustment Scales for Children and Adolescents. <i>International Journal of School and Educational Psychology</i> , 2015, 3, 278-292.	1.6	5
42	There may be nothing special about the association between working memory capacity and fluid intelligence. <i>Intelligence</i> , 2015, 52, 18-23.	3.0	14
43	Structure of the Woodcock®Johnson III cognitive tests in a referral sample of elementary school students.. <i>Psychological Assessment</i> , 2015, 27, 689-697.	1.5	19
44	Structural and convergent validity of the homework performance questionnaire. <i>Educational Psychology</i> , 2014, 34, 291-304.	2.7	3
45	Whose IQ is it?® Assessor bias variance in high-stakes psychological assessment.. <i>Psychological Assessment</i> , 2014, 26, 207-214.	1.5	37
46	Longitudinal Invariance of the Wechsler Intelligence Scale for Children® Fourth Edition in a Referral Sample. <i>Journal of Psychoeducational Assessment</i> , 2014, 32, 597-609.	1.5	7
47	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.	1.1	7
48	Bifactor structure of the Wechsler Preschool and Primary Scale of Intelligence® Fourth Edition.. <i>School Psychology Quarterly</i> , 2014, 29, 52-63.	2.0	89
49	Incremental validity of <sc>WISC</sc>® <sc>IV</sc> ^{UK} factor index scores with a referred <sc>I</sc> ^{UK} sample: Predicting performance on the <sc>WIAT</sc>® <sc>II</sc> ^{UK}. <i>British Journal of Educational Psychology</i> , 2014, 84, 667-684.	2.9	34
50	Discriminant Validity of the WISC-IV Culture-Language Interpretive Matrix. <i>Contemporary School Psychology</i> , 2014, 18, 168-177.	1.3	32
51	Informing context and change in young children's sociobehavioral development ® The national Adjustment Scales for Early Transition in Schooling (ASETS). <i>Early Childhood Research Quarterly</i> , 2014, 29, 255-267.	2.7	13
52	Assessing changes in socioemotional adjustment across early school transitions® New national scales for children at risk. <i>Journal of School Psychology</i> , 2013, 51, 97-115.	2.9	22
53	Multivariate Screening Model for Later Word Reading Achievement: Predictive Utility of Prereading Skills and Cognitive Ability. <i>Journal of Applied School Psychology</i> , 2013, 29, 52-71.	0.9	9
54	Bifactor Modeling and the Estimation of Model-Based Reliability in the WAIS-IV. <i>Multivariate Behavioral Research</i> , 2013, 48, 639-662.	3.1	173

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55	Exploratory and higher order factor analysis of the WJ-III full test battery: A school-aged analysis.. Psychological Assessment, 2013, 25, 442-455.	1.5	57
56	Structural and incremental validity of the Wechsler Adult Intelligence Scaleâ€”Fourth Edition with a clinical sample.. Psychological Assessment, 2013, 25, 618-630.	1.5	68
57	Long-term stability of the Wechsler Intelligence Scale for Childrenâ€”Fourth Edition.. Psychological Assessment, 2013, 25, 477-483.	1.5	111
58	Developmentally and Culturally Appropriate Screening in Primary Care: Development of the Behavioral Health Checklist. Journal of Pediatric Psychology, 2013, 38, 1155-1164.	2.1	5
59	Construct Validity of the WISCâ€”IV^{UK} With a Large Referred Irish Sample. International Journal of School and Educational Psychology, 2013, 1, 102-111.	1.6	36
60	Confirmatory Factor Analysis of the WISC-IV in a Hospital Referral Sample. Journal of Psychoeducational Assessment, 2013, 31, 591-599.	1.5	19
61	FACTOR STRUCTURE OF THE WECHSLER INTELLIGENCE SCALES FOR CHILDREN-FOURTH EDITION AMONG REFERRED NATIVE AMERICAN STUDENTS. Psychology in the Schools, 2013, 50, 957-968.	1.8	21
62	Examiner Familiarity Effects for Children With Autism Spectrum Disorders. Journal of Applied School Psychology, 2013, 29, 37-51.	0.9	14
63	"Exploratory and higher order factor analysis of the WJ-III Full Test Battery: A school-aged analysis": Correction to Dombrowski and Watkins (2013).. Psychological Assessment, 2013, 25, 390-390.	1.5	0
64	Diagnostic Utility of the Culture-Language Interpretive Matrix for the Wechsler Intelligence Scales for Childrenâ€”Fourth Edition Among Referred Students. School Psychology Review, 2013, 42, 367-382.	3.0	43
65	Diagnostic Utility of WISC-IV General Abilities Index and Cognitive Proficiency Index Difference Scores Among Children With ADHD. Journal of Applied School Psychology, 2012, 28, 133-154.	0.9	32
66	Determining readiness for predoctoral internship training: the process of developing a screening measure. Journal of Clinical Psychology, 2011, 67, 6-16.	1.9	2
67	The Predictive Validity of CBM Writing Indices for Eighth-Grade Students. Journal of Special Education, 2011, 44, 195-204.	1.7	23
68	Structure of the Wechsler Intelligence Scale for Childrenâ€”Fourth Edition among a national sample of referred students.. Psychological Assessment, 2010, 22, 782-787.	1.5	82
69	Investigation of the factor structure of the Wechsler Adult Intelligence Scaleâ€”Fourth Edition (WAISâ€”IV): Exploratory and higher order factor analyses.. Psychological Assessment, 2010, 22, 827-836.	1.5	112
70	Exploratory and higher-order factor analyses of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) adolescent subsample.. School Psychology Quarterly, 2010, 25, 223-235.	2.0	52
71	The Use of Graphs to Communicate Psychoeducational Test Results to Parents. Journal of Applied School Psychology, 2010, 26, 1-16.	0.9	13
72	Validating a Number Sense Screening Tool for Use in Kindergarten and First Grade: Prediction of Mathematics Proficiency in Third Grade. School Psychology Review, 2010, 39, 181-195.	3.0	73

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73	An Exploratory Investigation of the Factor Structure of the Reynolds Intellectual Assessment Scales (RIAS). <i>Journal of Psychoeducational Assessment</i> , 2009, 27, 494-507.	1.5	59
74	Development of an Electronic Version of the Homework Performance Questionnaire for Parents. <i>Journal of Educational Computing Research</i> , 2009, 40, 323-335.	5.5	3
75	Significant Factor Score Variability and the Validity of the WISC-III Full Scale IQ in Predicting Later Academic Achievement. <i>Applied Neuropsychology</i> , 2008, 15, 131-139.	1.5	45
76	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
77	Validity of the General Conceptual Ability Score From the Differential Ability Scales as a Function of Significant and Rare Interfactor Variability. <i>School Psychology Review</i> , 2008, 37, 261-278.	3.0	13
78	Structural Validity of the WISC-III for a National Sample of Native American Students. <i>Canadian Journal of School Psychology</i> , 2007, 22, 235-248.	2.9	8
79	Psychometric intelligence and achievement: A cross-lagged panel analysis. <i>Intelligence</i> , 2007, 35, 59-68.	3.0	126
80	Validity of the Full-Scale IQ When There Is Significant Variability Among WISC-III and WISC-IV Factor Scores. <i>Applied Neuropsychology</i> , 2007, 14, 13-20.	1.5	67
81	ADHD and Achievement. <i>Journal of Learning Disabilities</i> , 2007, 40, 49-65.	2.2	528
82	Assessing children's homework performance: Development of multi-dimensional, multi-informant rating scales. <i>Journal of School Psychology</i> , 2007, 45, 333-348.	2.9	46
83	The factor structure of the Fear Survey Schedule for Children [®] II in Trinidadian children and adolescents. <i>Journal of Anxiety Disorders</i> , 2006, 20, 740-759.	3.2	21
84	Patterns of parent-reported homework problems among ADHD-referred and non-referred children.. <i>School Psychology Quarterly</i> , 2006, 21, 13-33.	2.0	99
85	Orthogonal higher order structure of the Wechsler Intelligence Scale for Children--Fourth edition.. <i>Psychological Assessment</i> , 2006, 18, 123-125.	1.5	86
86	A Nationwide Epidemiologic Modeling Study of LD. <i>Journal of Learning Disabilities</i> , 2006, 39, 230-251.	2.2	35
87	Factor Structure of the Wechsler Intelligence Scale for Children [®] Fourth Edition Among Referred Students. <i>Educational and Psychological Measurement</i> , 2006, 66, 975-983.	2.4	78
88	Distinctions Without a Difference. <i>Journal of Special Education</i> , 2006, 40, 103-114.	1.7	102
89	Long-Term Stability of Membership in a Wechsler Intelligence Scale for Children [®] Third Edition (WISC-III) Subtest Core Profile Taxonomy. <i>Journal of Psychoeducational Assessment</i> , 2006, 24, 52-68.	1.5	14
90	Determining Parallel Analysis Criteria. <i>Journal of Modern Applied Statistical Methods</i> , 2006, 5, 344-346.	0.2	143

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91	ADHD and College Students: Exploratory and Confirmatory Factor Structures With Student and Parent Data.. Psychological Assessment, 2005, 17, 44-55.	1.5	94
92	Assessment of Test Behaviors with the WISC-IV. , 2005, , 435-463.		15
93	The Temporal-Interactive Influence of Reading Achievement and Reading Attitude. Educational Research and Evaluation, 2005, 11, 29-44.	1.6	63
94	Correct Interpretation of Latent Versus Observed Abilities. Journal of Special Education, 2004, 38, 159-173.	1.7	36
95	Assessing Early Literacy Skills with the Mountain Shadows Phonemic Awareness Scale (MS-PAS). Journal of Psychoeducational Assessment, 2004, 22, 3-14.	1.5	8
96	Diagnostic Utility of the Bannatyne WISC-III Pattern. Learning Disabilities Research and Practice, 2004, 19, 49-56.	1.1	20
97	Reading Motivation: Multidimensional and Indeterminate.. Journal of Educational Psychology, 2004, 96, 110-118.	2.9	90
98	Temporal Stability of WISC-III Subtest Composite: Strengths and Weaknesses.. Psychological Assessment, 2004, 16, 133-138.	1.5	46
99	Empirical fear profiles among American youth. Behaviour Research and Therapy, 2003, 41, 1093-1103.	3.1	28
100	Diagnostic Utility of the Learning Disability Index. Journal of Learning Disabilities, 2002, 35, 98-103.	2.2	21
101	Interrater Agreement for Syndromic Profile Classifications on the Adjustment Scales for Children and Adolescents. Assessment for Effective Intervention, 2002, 28, 39-46.	0.8	11
102	Confirmatory Factor Analysis of the WISC-III for Students with Learning Disabilities. Journal of Psychoeducational Assessment, 2002, 20, 4-19.	1.5	13
103	Factor Structure of the Wechsler Intelligence Scale for Children®Third Edition among Gifted Students. Educational and Psychological Measurement, 2002, 62, 164-172.	2.4	26
104	Interrater agreement for discriminant classifications for the adjustment scales for children and adolescents. Psychology in the Schools, 2002, 39, 375-384.	1.8	22
105	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. School Psychology Review, 2001, 30, 70-88.	3.0	31
106	Long-term Stability of the Wechsler Intelligence Scale for Children®Third Edition among Students with Disabilities. School Psychology Review, 2001, 30, 438-453.	3.0	35
107	Construct validity of the learning behavior scale with an independent sample of students. Psychology in the Schools, 2001, 38, 207-215.	1.8	25
108	Longitudinal factor structure of the WISC-III among students with disabilities. Psychology in the Schools, 2001, 38, 291-298.	1.8	10

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109	Cross-Context Agreement of the Adjustment Scales for Children and Adolescents. Journal of Psychoeducational Assessment, 2001, 19, 123-136.	1.5	8
110	Journal Reprints as Dissemination of Psychological Research: Courtesy, Obligation, or Obsolescence?. Journal of Psychology: Interdisciplinary and Applied, 2001, 135, 52-58.	1.6	2
111	Incremental validity of WISC-III profile elevation, scatter, and shape information for predicting reading and math achievement.. Psychological Assessment, 2000, 12, 402-408.	1.5	49
112	Cognitive profile analysis: A shared professional myth.. School Psychology Quarterly, 2000, 15, 465-479.	2.0	61
113	Diagnostic utility of the number of Wisc-III subtests deviating from mean performance among students with learning disabilities. Psychology in the Schools, 2000, 37, 303-309.	1.8	15
114	Interobserver Agreement in Behavioral Research: Importance and Calculation. Journal of Behavioral Education, 2000, 10, 205-212.	1.3	144
115	Long-Term Stability of the Wechsler Intelligence Scale for Children-Third Edition among Demographic Subgroups: Gender, Race/Ethnicity, and Age. Journal of Psychoeducational Assessment, 1999, 17, 300-313.	1.5	23
116	Diagnostic Utility of WISC-III Subtest Variability among Students with Learning Disabilities. Canadian Journal of School Psychology, 1999, 15, 11-20.	2.9	13
117	MacPotthoff: automated calculation of the Potthoff regression bias procedure. Behavior Research Methods, 1999, 31, 710-711.	1.3	4
118	Long-term stability of the Wechsler Intelligence Scale for Children-Third Edition.. Psychological Assessment, 1998, 10, 285-291.	1.5	96
119	More Ups and Downs of Subtest Analysis: Criterion Validity of the DAS with an Unselected Cohort. School Psychology Review, 1998, 27, 599-612.	3.0	27
120	Interrater Agreement of the Adjustment Scales for Children and Adolescents. Assessment for Effective Intervention, 1997, 22, 205-212.	0.2	23
121	Prevalence and diagnostic utility of the WISC-III SCAD profile among children with disabilities.. School Psychology Quarterly, 1997, 12, 235-248.	2.0	28
122	Discriminant and predictive validity of the WISC-III ACID profile among children with learning disabilities. Psychology in the Schools, 1997, 34, 309-319.	1.8	50
123	Automated calculation of diagnostic efficiency statistics. Behavior Research Methods, 1996, 28, 132-133.	1.3	2
124	Long-Term Stability of Children's Attitudes Toward Reading. Journal of Educational Research, 1996, 89, 315-319.	1.6	92
125	Diagnostic Utility of the WISC-III Developmental Index as a Predictor of Learning Disabilities. Journal of Learning Disabilities, 1996, 29, 305-312.	2.2	13
126	Situational Specificity and Generality of Test Behaviors for Samples of Normal and Referred Children. School Psychology Review, 1996, 25, 94-107.	3.0	26

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127	The Accuracy of New National Scales for Detecting Emotional Disturbance in Children and Adolescents. <i>Journal of Special Education</i> , 1995, 29, 337-354.	1.7	31
128	Wechsler Subtest Analysis: The Right Way, The Wrong Way, or No Way?. <i>School Psychology Review</i> , 1994, 23, 640-651.	3.0	46
129	Illusions of Meaning in the Ipsative Assessment of Children's Ability. <i>Journal of Special Education</i> , 1992, 25, 504-526.	1.7	114
130	Core profile types in the WISC®R national sample: Structure, membership, and applications.. <i>Psychological Assessment</i> , 1989, 1, 292-299.	1.5	37
131	Computerized Drill-and-Practice and Academic Attitudes of Learning Disabled Students. <i>Journal of Special Education Technology</i> , 1989, 9, 167-172.	2.2	11
132	Research Assistant: A statistical package for the Apple II microcomputer. <i>Behavior Research Methods</i> , 1987, 19, 380-382.	1.3	0
133	Microcomputer-based math instruction with first-grade students. <i>Computers in Human Behavior</i> , 1986, 2, 71-75.	8.5	7
134	Computerized Vs. Conventional Remedial Instruction for Learning-Disabled Pupils. <i>Journal of Special Education</i> , 1983, 17, 81-88.	1.7	46
135	Competency and interpersonal ratings of teacher specialties: What teachers think of each other. <i>Psychology in the Schools</i> , 1980, 17, 102-105.	1.8	1
136	A Microcomputer Basic Program to Calculate the Level of Agreement Between Two Raters Using Nominal Scale Classification. <i>Educational and Psychological Measurement</i> , 1980, 40, 773-775.	2.4	0
137	Chance and interrater agreement on manuscripts.. <i>American Psychologist</i> , 1979, 34, 796-798.	4.2	111
138	Correlation between Quick Word Test and Sixteen Personality Factor Questionnaire B Factor Scores. <i>Psychological Reports</i> , 1978, 42, 653-654.	1.7	0
139	Are There Cognitive Profiles Unique to Students With Learning Disabilities? A Latent Profile Analysis of Wechsler Intelligence Scale for Children® Fourth Edition Scores. <i>School Psychology Review</i> , 0, , 1-13.	3.0	1
140	Latent profile analysis of classroom behavior problems in an American national sample of prekindergarten children. <i>Social Development</i> , 0, , .	1.3	3