

Ariel M Aloe

List of Publications by Year in descending order

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36
papers

2,274
citations

430874

18
h-index

345221

36
g-index

37
all docs

37
docs citations

37
times ranked

2758
citing authors

#	ARTICLE	IF	CITATIONS
1	Extracting the Variance Inflation Factor and Other Multicollinearity Diagnostics from Typical Regression Results. <i>Basic and Applied Social Psychology</i> , 2017, 39, 81-90.	2.1	451
2	Classroom Management Self-Efficacy and Burnout: A Multivariate Meta-analysis. <i>Educational Psychology Review</i> , 2014, 26, 101-126.	8.4	284
3	A multivariate meta-analysis of student misbehavior and teacher burnout. <i>Educational Research Review</i> , 2014, 12, 30-44.	7.8	212
4	The Incremental Validity of the Trait Emotional Intelligence Questionnaire (TEIQue): A Systematic Review and Meta-Analysis. <i>Journal of Personality Assessment</i> , 2016, 98, 261-276.	2.1	158
5	Measurement of the bystander intervention model for bullying and sexual harassment. <i>Journal of Adolescence</i> , 2014, 37, 391-400.	2.4	139
6	The Prevalence of Pathological Gambling Among College Students: A Meta-analytic Synthesis, 2005-2013. <i>Journal of Gambling Studies</i> , 2014, 30, 819-843.	1.6	122
7	The Synthesis of Partial Effect Sizes. <i>Journal of the Society for Social Work and Research</i> , 2013, 4, 390-405.	1.3	97
8	A Systematic Review of Meta-Analyses of Psychosocial Treatment for Attention-Deficit/Hyperactivity Disorder. <i>Clinical Child and Family Psychology Review</i> , 2015, 18, 77-97.	4.5	87
9	An Effect Size for Regression Predictors in Meta-Analysis. <i>Journal of Educational and Behavioral Statistics</i> , 2012, 37, 278-297.	1.7	82
10	Evaluation of various estimators for standardized mean difference in meta-analysis. <i>Statistics in Medicine</i> , 2021, 40, 403-426.	1.6	76
11	Life After NHST: How to Describe Your Data Without p -Values Everywhere. <i>Basic and Applied Social Psychology</i> , 2015, 37, 260-273.	2.1	74
12	An Empirical Investigation of Partial Effect Sizes in Meta-Analysis of Correlational Data. <i>Journal of General Psychology</i> , 2014, 141, 47-64.	2.8	70
13	Quasi-experimental study designs series paper 6: risk of bias assessment. <i>Journal of Clinical Epidemiology</i> , 2017, 89, 43-52.	5.0	64
14	The Relation of Empathy and Defending in Bullying: A Meta-Analytic Investigation. <i>School Psychology Review</i> , 2015, 44, 372-390.	3.0	49
15	Inaccuracy of regression results in replacing bivariate correlations. <i>Research Synthesis Methods</i> , 2015, 6, 21-27.	8.7	47
16	Teacher Verbal Ability and School Outcomes. <i>Educational Researcher</i> , 2009, 38, 612-624.	5.4	45
17	Bullying victimization and the social and emotional maladjustment of bystanders: A propensity score analysis. <i>Journal of School Psychology</i> , 2015, 53, 295-308.	2.9	43
18	Is the Demise of IQ Interpretation Justified? A Response to Special Issue Authors. <i>Applied Neuropsychology</i> , 2007, 14, 37-51.	1.5	42

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19	Strategic Thinkers and Positioned Choices: Parental Decision Making in Urban School Choice. <i>Educational Policy</i> , 2019, 33, 1135-1170.	2.0	19
20	Quasi-experimental study designs seriesâ€”paper 10: synthesizing evidence for effects collected from quasi-experimental studies presents surmountable challenges. <i>Journal of Clinical Epidemiology</i> , 2017, 89, 84-91.	5.0	17
21	Quasi-experimental study designs seriesâ€”paper 9: collecting data from quasi-experimental studies. <i>Journal of Clinical Epidemiology</i> , 2017, 89, 77-83.	5.0	16
22	Comprehensive Meta-Analysis of Attention-Deficit/Hyperactivity Disorder Psychosocial Treatments Investigated Within Between Group Studies. <i>Review of Educational Research</i> , 2021, 91, 718-760.	7.5	13
23	Psychosocial Interventions for Attention-Deficit/Hyperactivity Disorder: Systematic Review with Evidence and Gap Maps. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2020, 41, S77-S87.	1.1	12
24	Does the group in group psychotherapy matter? A meta-analysis of the intraclass correlation coefficient in group treatment research.. <i>Journal of Consulting and Clinical Psychology</i> , 2020, 88, 322-337.	2.0	11
25	A Costâ€”Benefit Analysis of Summer Reading Programs Implemented Under State Guidelines. <i>Educational Policy</i> , 2020, 34, 594-618.	2.0	7
26	A Meta-Analysis of Non-Repetitive Reading Fluency Interventions for Students With Reading Difficulties. <i>Remedial and Special Education</i> , 2021, 42, 78-93.	2.3	7
27	How to communicate effect sizes for continuous outcomes: a review of existing options and introducing a new metric. <i>Journal of Clinical Epidemiology</i> , 2016, 72, 84-89.	5.0	4
28	Instruction in District-Designed Intensive Summer Reading Programs. <i>Learning Disability Quarterly</i> , 2019, 42, 147-160.	1.3	3
29	Revisiting mediational models of sport commitment with female gymnasts. <i>International Journal of Sport and Exercise Psychology</i> , 2019, 17, 600-616.	2.1	3
30	The effects of varied practice on the oral reading fluency of fourth-grade students. <i>Journal of School Psychology</i> , 2019, 77, 24-35.	2.9	3
31	Doing Identity Work and Risky Endeavors? A Qualitative Research Synthesis of Predominantly White, Middle-Class Parentsâ€™ Decision Making in the Context of Urban School Choice. <i>Education and Urban Society</i> , 2019, 51, 72-98.	1.5	3
32	Attention Deficit Hyperactivity Disorder and Relative Age: A Meta-Analysis. <i>School Psychology Review</i> , 2020, 49, 2-19.	3.0	3
33	Exploring the summer reading effect through visual analysis of multiple datasets. <i>Journal of Research in Reading</i> , 2021, 44, 597-616.	2.0	3
34	The writing abilities of juvenile justice youths: A confirmatory factor analysis. <i>Journal of Educational Research</i> , 2020, 113, 438-451.	1.6	2
35	Interpreting the effectiveness of a summer reading program: The eye of the beholder. <i>Evaluation and Program Planning</i> , 2020, 83, 101852.	1.6	1
36	Reproducible Analyses in Education Research. <i>Review of Research in Education</i> , 2021, 45, 195-222.	1.6	0