

# Timothy Konold

## List of Publications by Year in descending order

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Version: 2024-02-01

71  
papers

2,980  
citations

186265  
28  
h-index

175258  
52  
g-index

74  
all docs

74  
docs citations

74  
times ranked

2328  
citing authors

#	ARTICLE	IF	CITATIONS
1	The Sampling Ratio in Multilevel Structural Equation Models: Considerations to Inform Study Design. Educational and Psychological Measurement, 2022, 82, 409-443.	2.4	2
2	Moving to the Next Level: Doubly Latent Multilevel Mediation Models with a School Climate Illustration. Journal of Experimental Education, 2021, 89, 422-440.	2.6	9
3	Longitudinal Measurement Invariance of the Authoritative School Climate Survey. Journal of Psychoeducational Assessment, 2021, 39, 651-664.	1.5	3
4	School Climate Moderates the Association Between Sexual Harassment and Student Well-Being. School Mental Health, 2021, 13, 695-706.	2.1	5
5	Grade-Level Distinctions in Student Threats of Violence. Journal of School Violence, 2020, 19, 323-335.	1.9	5
6	The Nature of Rater Effects and Differences in Multilevel MTMM Latent Variable Models. Measurement, 2020, 18, 177-195.	0.2	1
7	The Impact of Validity Screening on Associations Between Self-Reports of Bullying Victimization and Student Outcomes. Educational and Psychological Measurement, 2018, 78, 80-102.	2.4	22
8	A Two-Step Latent Profile Method for Identifying Invalid Respondents in Self-Reported Survey Data. Journal of Experimental Education, 2018, 86, 473-488.	2.6	6
9	A Multilevel MTMM Approach to Estimating the Influences of Contextual Factors on Trait and Informant-Based Method Effects in Assessments of School Climate. Journal of Psychoeducational Assessment, 2018, 36, 464-476.	1.5	10
10	Authoritative school climate and suspension rates in middle schools: Implications for reducing the racial disparity in school discipline. Journal of School Violence, 2018, 17, 324-338.	1.9	35
11	Student threat assessment as a standard school safety practice: Results from a statewide implementation study.. School Psychology Quarterly, 2018, 33, 213-222.	2.0	32
12	The Relations Between Teasing and Bullying and Middle School Standardized Exam Performance. Journal of Early Adolescence, 2017, 37, 192-221.	1.9	20
13	Estimating School Climate Traits Across Multiple Informants: An Illustration of a Multitraitâ€“Multimethod Validation Through Latent Variable Modeling. Educational Assessment, 2017, 22, 54-69.	1.5	7
14	Racial/Ethnic Differences in Perceptions of School Climate and Its Association with Student Engagement and Peer Aggression. Journal of Youth and Adolescence, 2017, 46, 1289-1303.	3.5	85
15	Profiles of Student Perceptions of School Climate: Relations with Risk Behaviors and Academic Outcomes. American Journal of Community Psychology, 2016, 57, 291-307.	2.5	56
16	Authoritative School Climate and Student Academic Engagement, Grades, and Aspirations in Middle and High Schools. AERA Open, 2016, 2, 233285841663318.	2.1	84
17	Authoritative school climate and high school dropout rates.. School Psychology Quarterly, 2016, 31, 289-303.	2.0	61
18	Peer victimization and authoritative school climate: A multilevel approach.. Journal of Educational Psychology, 2015, 107, 1186-1201.	2.9	101

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19	Multilevel multitrait-multimethod latent analysis of structurally different and interchangeable raters of school climate.. Psychological Assessment, 2015, 27, 1097-1109.	1.5	25
20	Multilevel Factor Structure and Concurrent Validity of the Teacher Version of the Authoritative School Climate Survey. Journal of School Health, 2015, 85, 843-851.	1.6	35
21	Measurement and structural relations of an authoritative school climate model: A multi-level latent variable investigation. Journal of School Psychology, 2015, 53, 447-461.	2.9	62
22	Aggressive Attitudes in Middle Schools. Assessment, 2015, 22, 497-512.	3.1	8
23	Multilevel multi-informant structure of the Authoritative School Climate Survey.. School Psychology Quarterly, 2014, 29, 238-255.	2.0	90
24	INFORMANT EFFECTS ON BEHAVIORAL AND ACADEMIC ASSOCIATIONS: A LATENT VARIABLE LONGITUDINAL EXAMINATION. Psychology in the Schools, 2014, 51, 554-566.	1.8	4
25	Evaluating the structure of the Mathematics Teacher Questionnaire: A measure of exposure to mathematics instructional practices and content. Learning Environments Research, 2014, 17, 127-138.	2.8	4
26	A latent variable investigation of the Phonological Awareness Literacy Screening-Kindergarten assessment: Construct identification and multigroup comparisons between Spanish-speaking English-language learners (ELLs) and non-ELL students. Language Testing, 2014, 31, 205-221.	3.2	11
27	Diversity among Spanish-speaking English language learners: profiles of early literacy skills in kindergarten. Reading and Writing, 2013, 26, 889-912.	1.7	20
28	Emergent literacy profiles among prekindergarten children from low-SES backgrounds: Longitudinal considerations. Early Childhood Research Quarterly, 2013, 28, 608-620.	2.7	58
29	Family Inventory of Resources and Stressors: Further Examination of the Psychometric Properties. Marriage and Family Review, 2013, 49, 191-211.	1.2	2
30	Effects of validity screening items on adolescent survey data.. Psychological Assessment, 2012, 24, 21-35.	1.5	93
31	Relationships between bullying, school climate, and student risk behaviors.. School Psychology Quarterly, 2012, 27, 154-169.	2.0	134
32	Subgroups of adult basic education learners with different profiles of reading skills. Reading and Writing, 2012, 25, 587-609.	1.7	21
33	Profiles of emergent literacy skills among preschool children who are at risk for academic difficulties. Early Childhood Research Quarterly, 2011, 26, 1-14.	2.7	121
34	Effects of Latent Variable Nonnormality and Model Misspecification on Testing Structural Equation Modeling Interactions. Journal of Experimental Education, 2011, 79, 231-256.	2.6	4
35	Measuring Early Literacy Skills: A Latent Variable Investigation of the Phonological Awareness Literacy Screening for Preschool. Journal of Psychoeducational Assessment, 2010, 28, 115-128.	1.5	19
36	Reading Component Skills of Learners in Adult Basic Education. Journal of Learning Disabilities, 2010, 43, 108-121.	2.2	62

#	ARTICLE	IF	CITATIONS
37	Relationships Among Informant Based Measures of Social Skills and Student Achievement: A Longitudinal Examination of Differential Effects by Sex. <i>Applied Developmental Science</i> , 2010, 14, 18-34.	1.7	40
38	Validity of Three School Climate Scales to Assess Bullying, Aggressive Attitudes, and Help Seeking. <i>School Psychology Review</i> , 2009, 38, 338-355.	3.0	137
39	Longitudinal Multitrait-Multimethod Models for Developmental Research. <i>Multivariate Behavioral Research</i> , 2009, 44, 233-258.	3.1	25
40	The Relations of Observed Pre-K Classroom Quality Profiles to Children's Achievement and Social Competence. <i>Early Education and Development</i> , 2009, 20, 346-372.	2.6	191
41	Construct validity of the Wechsler Abbreviated Scale of Intelligence and Wide Range Intelligence Test: Convergent and structural validity.. <i>School Psychology Quarterly</i> , 2009, 24, 252-265.	2.0	91
42	Identifying Essential Instructional Components of Literacy Tutoring for Struggling Beginning Readers. <i>Literacy Research and Instruction</i> , 2009, 48, 277-297.	1.1	22
43	The role of social competence in predicting gifted enrollment. <i>Psychology in the Schools</i> , 2008, 45, 729-744.	1.8	22
44	ADHD and Method Variance. <i>Journal of Learning Disabilities</i> , 2008, 41, 405-416.	2.2	22
45	Adding Value to Public Schools. <i>Journal of Teacher Education</i> , 2008, 59, 300-312.	3.5	10
46	Contributions of Children's Temperament to Teachers' Judgments of Social Competence From Kindergarten Through Second Grade. <i>Early Education and Development</i> , 2008, 19, 643-666.	2.6	44
47	Patterns of memory: A normative taxonomy of the Wide Range Assessment of Memory and Learning â€“ Second Edition (WRAML-2). <i>Journal of the International Neuropsychological Society</i> , 2008, 14, 869-877.	1.8	24
48	The Influence of Informants on Ratings of Children's Behavioral Functioning. <i>Journal of Psychoeducational Assessment</i> , 2007, 25, 222-236.	1.5	61
49	Developing and Evaluating a Measure of Young Children's Attitudes Toward School and Learning. <i>Journal of Psychoeducational Assessment</i> , 2007, 25, 271-284.	1.5	7
50	Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. <i>Early Childhood Research Quarterly</i> , 2007, 22, 3-17.	2.7	285
51	Distinctions Without a Difference. <i>Journal of Special Education</i> , 2006, 40, 103-114.	1.7	102
52	Factor Structure of the Social Skills Rating System Across Child Gender and Ethnicity. <i>Journal of Psychoeducational Assessment</i> , 2005, 23, 201-215.	1.5	32
53	Empirically-Derived, Person-Oriented Patterns of School Readiness in Typically-Developing Children: Description and Prediction to First-Grade Achievement. <i>Applied Developmental Science</i> , 2005, 9, 174-187.	1.7	99
54	The Behavior of Child Behavior Ratings: Measurement Structure of the Child Behavior Checklist across Time, Informants, and Child Gender. <i>Behavioral Disorders</i> , 2004, 29, 372-383.	1.2	56

#	ARTICLE	IF	CITATIONS
55	Validity of the Wide Range Intelligence Test: Differential Effects across Race/Ethnicity, Gender, and Education Level. <i>Journal of Psychoeducational Assessment</i> , 2004, 22, 287-303.	1.5	6
56	Does learning behavior augment cognitive ability as an indicator of academic achievement?. <i>Journal of School Psychology</i> , 2004, 42, 157-169.	2.9	102
57	A multivariate model of early reading acquisition. <i>Applied Psycholinguistics</i> , 2003, 24, 89-112.	1.1	13
58	Measuring Problem Behaviors in Young Children. <i>Behavioral Disorders</i> , 2003, 28, 111-123.	1.2	31
59	Assessing Differential Prediction Bias in the Developing Cognitive Abilities Test across Gender, Race/Ethnicity, and Socioeconomic Groups. <i>Educational and Psychological Measurement</i> , 2001, 61, 159-171.	2.4	4
60	Parenting Alliance: A Multifactor Perspective. <i>Assessment</i> , 2001, 8, 47-65.	3.1	72
61	Developmental Memory Performance: Inter-Task Consistency and Base-Rate Variability on the WRAML. <i>Journal of Clinical and Experimental Neuropsychology</i> , 2001, 23, 253-264.	1.3	6
62	Evaluating Discrepancy Analyses With the Wisc-III and Wiat. <i>Journal of Psychoeducational Assessment</i> , 1999, 17, 24-35.	1.5	14
63	Measurement and Non-Measurement Influences of Test-Session Behavior on Individually Administered Measures of Intelligence. <i>Journal of School Psychology</i> , 1998, 36, 417-432.	2.9	4
64	WISC-III Factor Invariance Across Samples of Children Exhibiting Appropriate and Inappropriate Test-Session Behaviors. <i>Educational and Psychological Measurement</i> , 1998, 58, 467-474.	2.4	7
65	More Ups and Downs of Subtest Analysis: Criterion Validity of the DAS with an Unselected Cohort. <i>School Psychology Review</i> , 1998, 27, 599-612.	3.0	27
66	THE DEVELOPMENT AND APPLIED UTILITY OF A NORMATIVE APTITUDE-ACHIEVEMENT TAXONOMY FOR THE WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY-REVISED. <i>Journal of Special Education</i> , 1997, 31, 212-232.	1.7	18
67	The Base Rate Problem and Its Consequences for Interpreting Children's Ability Profiles. <i>School Psychology Review</i> , 1997, 26, 176-188.	3.0	28
68	Congruence of Test-Behavior Dimensions among Child Groups that Vary in Gender, Race-Ethnicity, and Ses. <i>Journal of Psychoeducational Assessment</i> , 1995, 13, 111-119.	1.5	14
69	Criterion-related bias with the guide to the assessment of test-session behavior for the WISC-III and WIAT: Possible race/ethnicity, gender, and SES effects. <i>Journal of School Psychology</i> , 1994, 32, 355-369.	2.9	29
70	Statistical Power for Randomized Controlled Trials with Clusters of Varying Size. <i>Journal of Experimental Education</i> , 0, , 1-17.	2.6	0
71	Bayesian Multilevel Mediation: Evaluation of Inaccurate Priors in Latent 1-1-1 Designs. <i>Structural Equation Modeling</i> , 0, , 1-16.	3.8	0