

# Rhonda G Craven

## List of Publications by Year in descending order

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Version: 2024-02-01

80  
papers

4,628  
citations

230014

27  
h-index

120465

65  
g-index

80  
all docs

80  
docs citations

80  
times ranked

3488  
citing authors

#	ARTICLE	IF	CITATIONS
1	Validation of an Adapted Version of the Glasgow Anxiety Scale for People with Intellectual Disabilities (GAS-ID). <i>Journal of Autism and Developmental Disorders</i> , 2023, 53, 1560-1572.	1.7	2
2	Toward a Comprehensive Assessment of Relationships with Teachers and Parents for Youth with Intellectual Disabilities. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 2670-2688.	1.7	4
3	Validation of a Revised Version of the Center for Epidemiologic Depression Scale for Youth with Intellectual Disabilities (CESD-ID-R). <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 4554-4567.	1.7	5
4	A Cross-Cultural Investigation of Basic Psychological Need Satisfaction at Work in an Indigenous and Non-Indigenous Australian Sample Across Occupation Types. <i>Journal of Cross-Cultural Psychology</i> , 2022, 53, 213-238.	1.0	6
5	Empowering the voices and agency of Indigenous Australian youth and their wellbeing in higher education. <i>International Journal of Educational Research</i> , 2021, 109, 101798.	1.2	5
6	Development and Validation of a Multi-informant Measure of Social Behaviors for Youth with Intellectual Disabilities. <i>Research on Child and Adolescent Psychopathology</i> , 2021, 49, 1649-1667.	1.4	4
7	The Task and Ego Orientation in Sport Questionnaire adapted for youth with intellectual disabilities (TEOSQ-ID). <i>Psychology of Sport and Exercise</i> , 2021, 56, 102006.	1.1	0
8	A psychometric validation of the motives for physical activity measure for youth with intellectual disabilities (MPAM-ID). <i>Disability and Rehabilitation</i> , 2021, , 1-10.	0.9	0
9	Confirmatory Factor Analysis (CFA), Exploratory Structural Equation Modeling (ESEM), and Set-ESEM: Optimal Balance Between Goodness of Fit and Parsimony. <i>Multivariate Behavioral Research</i> , 2020, 55, 102-119.	1.8	158
10	Support for Aboriginal and non-Aboriginal Australian students' wellbeing at school. <i>International Journal of Educational Research</i> , 2020, 99, 101520.	1.2	11
11	School starting age and child development in a state-wide, population-level cohort of children in their first year of school in New South Wales, Australia. <i>Early Childhood Research Quarterly</i> , 2019, 48, 325-340.	1.6	14
12	Attitude to Non-Violence Scale: Validity and Practical Use. <i>Journal of Interpersonal Violence</i> , 2017, 32, 2018-2045.	1.3	3
13	Exposing the patterns of statistical blindness: Centring Indigenous standpoints on student identity, motivation, and future aspirations. <i>Australian Journal of Education</i> , 2017, 61, 225-249.	0.9	19
14	Reciprocal Relationships between Teacher Ratings of Internalizing and Externalizing Behaviors in Adolescents with Different Levels of Cognitive Abilities. <i>Journal of Youth and Adolescence</i> , 2017, 46, 801-825.	1.9	24
15	Self-Esteem Trajectories and Their Social Determinants in Adolescents With Different Levels of Cognitive Ability. <i>American Journal on Intellectual and Developmental Disabilities</i> , 2017, 122, 539-560.	0.8	6
16	Data Resource Profile: Seeding Success: a cross-sectoral data resource for early childhood health and development research in Australian Aboriginal and non-Aboriginal children. <i>International Journal of Epidemiology</i> , 2017, 46, 1365-1366j.	0.9	9
17	Temporal ordering effects of adolescent depression, relational aggression, and victimization over six waves: Fully latent reciprocal effects models. <i>Developmental Psychology</i> , 2016, 52, 1994-2009.	1.2	25
18	Toward a positive psychology of indigenous thriving and reciprocal research partnership model. <i>Contemporary Educational Psychology</i> , 2016, 47, 32-43.	1.6	51

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19	It is risky business: can social capital reduce risk-taking behaviours among disadvantaged youth?. Journal of Youth Studies, 2016, 19, 569-592.	1.5	16
20	A place to learn: cultivating engaging learning environments for young rural Aboriginal Australians. International Journal of Inclusive Education, 2016, 20, 641-658.	1.5	4
21	Math self-concept in preschool children: Structure, achievement relations, and generalizability across gender. Early Childhood Research Quarterly, 2016, 36, 391-403.	1.6	52
22	Positive Behavior Interventions: the Issue of Sustainability of Positive Effects. Educational Psychology Review, 2016, 28, 145-170.	5.1	15
23	Measurement Invariance of the Self-Description Questionnaire II in a Chinese Sample. European Journal of Psychological Assessment, 2016, 32, 128-139.	1.7	17
24	The Reciprocal Effects Model Revisited. Gifted Child Quarterly, 2015, 59, 143-156.	1.2	25
25	What factors contribute to positive early childhood health and development in Australian Aboriginal children? Protocol for a population-based cohort study using linked administrative data (The Seeding) Tj ETQq1 1 00784314 rgBT /Over		
26	Motivation in Australian Aboriginal Populations. , 2015, , 899-906.		1
27	Socially Oriented Motivational Goals and Academic Achievement: Similarities Between Native and Anglo Americans. Journal of Educational Research, 2014, 107, 123-137.	0.8	10
28	Motivation Matters: Profiling Indigenous and Non-Indigenous Students's™ Motivational Goals. Australian Journal of Indigenous Education, 2014, 43, 96-112.	0.5	6
29	The role of self-concept in medical education. Journal of Further and Higher Education, 2014, 38, 794-812.	1.4	8
30	Teachers's™ self-concept and valuing of learning: relations with teaching approaches and beliefs about students. Asia-Pacific Journal of Teacher Education, 2014, 42, 305-320.	1.2	34
31	The reciprocal relations between self-concept, motivation and achievement: juxtaposing academic self-concept and achievement goal orientations for mathematics success. Educational Psychology, 2014, 34, 49-72.	1.2	104
32	Self-concept of Indigenous and non-Indigenous Australian students: Competence and affect components and relations to achievement. Learning and Individual Differences, 2014, 32, 93-103.	1.5	28
33	Examining the Genetic Contribution to ADHD. Ethical Human Psychology and Psychiatry, 2014, 16, 20-28.	0.5	7
34	The Impact of Professional Development and Indigenous Education Officers on Australian Teachers's™ Indigenous Teaching and Learning. Australian Journal of Teacher Education, 2014, 39, .	0.4	16
35	Indigenous and Non-Indigenous Medical Students's™ Perspectives on Willingness to Serve in Underserved Communities. Transgressions, 2014, , 51-69.	0.2	0
36	Does the timing of transition matter? Comparison of German students's™ self-perceptions before and after transition to secondary school. International Journal of Educational Research, 2013, 57, 1-11.	1.2	38

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37	A short German version of the Self Description Questionnaire I: theoretical and empirical comparability. <i>International Journal of Research and Method in Education</i> , 2013, 36, 415-438.	1.1	26
38	Questioning New Directions in Understanding Student Motivation: An Investigation Into the Domain Specificity of Motivational Goals. <i>Australian Educational and Developmental Psychologist</i> , 2013, 30, 171-190.	0.7	8
39	Domain Specificity Between Peer Support and Self-Concept. <i>Journal of Early Adolescence</i> , 2013, 33, 227-244.	1.1	12
40	Self-concepts and educational outcomes of Indigenous Australian students in urban and rural school settings. <i>School Psychology International</i> , 2013, 34, 405-427.	1.1	35
41	Seeding success in indigenous Australian higher education: Indigenous Australian students' participation in higher education and potential ways forward. <i>Diversity in Higher Education</i> , 2013, , 3-27.	0.1	7
42	Indigenous students in medical education: Seeding success in motivating doctors to serve underserved indigenous communities. <i>Diversity in Higher Education</i> , 2013, , 277-300.	0.1	2
43	Negotiating racism: The voices of Aboriginal Australian post-graduate students. <i>Diversity in Higher Education</i> , 2013, , 157-185.	0.1	10
44	Mastery goal, value and self-concept: what do they predict?. <i>Educational Research</i> , 2012, 54, 469-482.	0.9	26
45	Engaging the Disengaged?: A Longitudinal Analysis of the Relations Between Indigenous and Non-Indigenous Australian Students' Academic Self-Concept and Disengagement. <i>Journal of Cognitive Education and Psychology</i> , 2012, 11, 179-195.	0.2	8
46	The nurses' self-concept instrument (NSCI): A comparison of domestic and international student nurses' professional self-concepts from a large Australian University. <i>Nurse Education Today</i> , 2012, 32, 636-640.	1.4	14
47	Uncovering the Structure of and Gender and Developmental Differences in Cyber Bullying. <i>Journal of Educational Research</i> , 2012, 105, 442-455.	0.8	51
48	The Nurses Self-Concept Instrument (NSCI): Assessment of psychometric properties for Australian domestic and international student nurses. <i>International Journal of Nursing Studies</i> , 2012, 49, 880-886.	2.5	28
49	Big Fish in a Big Pond: a study of academic self concept in first year medical students. <i>BMC Medical Education</i> , 2011, 11, 48.	1.0	13
50	The Big Fish down under: Examining Moderators of the "Big-Fish-Little-Pond" Effect for Australia's High Achievers. <i>Australian Journal of Education</i> , 2011, 55, 93-114.	0.9	19
51	The twofold multidimensionality of academic self-concept: Domain specificity and separation between competence and affect components.. <i>Journal of Educational Psychology</i> , 2011, 103, 970-981.	2.1	138
52	Construct validity of the multidimensional structure of bullying and victimization: An application of exploratory structural equation modeling.. <i>Journal of Educational Psychology</i> , 2011, 103, 701-732.	2.1	162
53	Bangawarra'gumada "Strengthening the Spirit: Causal Modelling of Academic Self-Concept and Patterns of Disengagement for Indigenous and Non-Indigenous Australian Students. <i>Australian Journal of Indigenous Education</i> , 2010, 39, 24-39.	0.5	21
54	Big-Fish-Little-Pond Effect. <i>American Educational Research Journal</i> , 2010, 47, 390-433.	1.6	130

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55	The Utility of General Self-Esteem and Domain-Specific Self-Concepts: Their Influence on Indigenous and Non-Indigenous Students' Educational Outcomes. <i>Australian Journal of Education</i> , 2010, 54, 277-306.	0.9	19
56	Questioning the General Self-Esteem Vaccine: General Self-Esteem, Racial Discrimination, and Standardised Achievement Across Indigenous and Non-Indigenous Students. <i>Australian Journal of Guidance and Counselling</i> , 2010, 20, 1-21.	0.5	26
57	Validating racism and cultural respect: testing the psychometric properties and educational impact of perceived discrimination and multiculturalism for Indigenous and non-Indigenous students. <i>Educational Research and Evaluation</i> , 2010, 16, 471-493.	0.9	28
58	Factorial Invariance Testing and Latent Mean Differences for the Self-Description Questionnaire II (Short Version) with Indigenous and Non-Indigenous Australian Secondary School Students. <i>International Journal of Testing</i> , 2010, 10, 47-79.	0.2	31
59	Addressing the Challenges Faced by Early Adolescents: A Mixed-Method Evaluation of the Benefits of Peer Support. <i>American Journal of Community Psychology</i> , 2009, 44, 54-75.	1.2	30
60	Earning its place as a pan-human theory: Universality of the big-fish-little-pond effect across 41 culturally and economically diverse countries.. <i>Journal of Educational Psychology</i> , 2009, 101, 403-419.	2.1	156
61	The Big-fish-little-pond-effect Stands Up to Critical Scrutiny: Implications for Theory, Methodology, and Future Research. <i>Educational Psychology Review</i> , 2008, 20, 319-350.	5.1	292
62	Causal modeling of self-concept, job satisfaction, and retention of nurses. <i>International Journal of Nursing Studies</i> , 2008, 45, 1449-1459.	2.5	151
63	A longitudinal study of student and experienced nurses' self-concept. <i>Collegian</i> , 2006, 13, 25-31.	0.6	27
64	Do Self-Concept Interventions Make a Difference? A Synergistic Blend of Construct Validation and Meta-Analysis. <i>Educational Psychologist</i> , 2006, 41, 181-206.	4.7	334
65	Reciprocal Effects of Self-Concept and Performance From a Multidimensional Perspective: Beyond Seductive Pleasure and Unidimensional Perspectives. <i>Perspectives on Psychological Science</i> , 2006, 1, 133-163.	5.2	879
66	New Solutions for Addressing Indigenous Mental Health: A Call to Counsellors to Introduce the New Positive Psychology of Success. <i>Australian Journal of Guidance and Counselling</i> , 2006, 16, 41-54.	0.5	18
67	Multidimensional Self-Concept Structure for Preadolescents With Mild Intellectual Disabilities. <i>Educational and Psychological Measurement</i> , 2006, 66, 795-818.	1.2	100
68	In the Looking Glass. , 2004, , 63-106.		50
69	The Challenge for Counsellors: Understanding and Addressing Indigenous Secondary Students' Aspirations, Self-concepts and Barriers to Achieving their Aspirations. <i>Australian Journal of Guidance and Counselling</i> , 2004, 14, 16-33.	0.5	28
70	The Big-Fish-Little-Pond Effect Stands Up to Scrutiny.. <i>American Psychologist</i> , 2004, 59, 269-271.	3.8	48
71	Evaluation of the Big-Two-Factor Theory of Academic Motivation Orientations: An Evaluation of Jingle-Jangle Fallacies. <i>Multivariate Behavioral Research</i> , 2003, 38, 189-224.	1.8	88
72	How do preschool children feel about themselves? Unraveling measurement and multidimensional self-concept structure.. <i>Developmental Psychology</i> , 2002, 38, 376-393.	1.2	192

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73	How do preschool children feel about themselves? Unraveling measurement and multidimensional self-concept structure. <i>Developmental Psychology</i> , 2002, 38, 376-93.	1.2	60
74	Diffusion effects: Control group contamination threats to the validity of teacher-administered interventions.. <i>Journal of Educational Psychology</i> , 2001, 93, 639-645.	2.1	26
75	Gifted, Streamed and Mixed-Ability Programs for Gifted Students: Impact on Self-Concept, Motivation, and Achievement. <i>Australian Journal of Education</i> , 2000, 44, 51-75.	0.9	49
76	Overcoming Problems in Confirmatory Factor Analyses of MTMM Data: The Correlated Uniqueness Model and Factorial Invariance. <i>Multivariate Behavioral Research</i> , 1992, 27, 489-507.	1.8	95
77	Effects of internally focused feedback and attributional feedback on enhancement of academic self-concept.. <i>Journal of Educational Psychology</i> , 1991, 83, 17-27.	2.1	191
78	Self-concepts of young children 5 to 8 years of age: Measurement and multidimensional structure.. <i>Journal of Educational Psychology</i> , 1991, 83, 377-392.	2.1	194
79	Self^other agreement on multiple dimensions of preadolescent self-concept: Inferences by teachers, mothers, and fathers.. <i>Journal of Educational Psychology</i> , 1991, 83, 393-404.	2.1	67
80	Boarding schools: A longitudinal examination of Australian Indigenous and non-Indigenous boarders' and non-boarders' wellbeing. <i>British Educational Research Journal</i> , 0, , .	1.4	3