David Lubinski

List of Publications by Year
in descending order

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53 papers	6,995 citations	87888 38 h-index	189892 50 g-index
53 all docs	53 docs citations	53 times ranked	2914 citing authors

#	Article	IF	Citations
1	Wrecked by Success? Not to Worry. Perspectives on Psychological Science, 2022, 17, 1291-1321.	9.0	5
2	Intellectual Precocity: What Have We Learned Since Terman?. Gifted Child Quarterly, 2021, 65, 3-28.	2.0	53
3	Academic acceleration in gifted youth and fruitless concerns regarding psychological well-being: A 35-year longitudinal study.. Journal of Educational Psychology, 2021, 113, 830-845.	2.9	26
4	Understanding educational, occupational, and creative outcomes requires assessing intraindividual differences in abilities and interests. Proceedings of the National Academy of Sciences of the United States of America, 2020, 117, 16720-16722.	7.1	11
5	Who shines most among the brightest?: A 25-year longitudinal study of elite STEM graduate students.. Journal of Personality and Social Psychology, 2020, 119, 390-416.	2.8	36
6	Psychological Constellations Assessed at Age 13 Predict Distinct Forms of Eminence 35 Years Later. Psychological Science, 2019, 30, 444-454.	3.3	27
7	Three crucial dimensions for students with intellectual gifts: It is time to stop talking and start thinking.. , 2018, , 479-496.		1
8	Fine mapping genetic associations between the HLA region and extremely high intelligence. Scientific Reports, 2017, 7, 41182.	3.3	1
9	When Lightning Strikes Twice. Psychological Science, 2016, 27, 1004-1018.	3.3	75
10	From Terman to Today. Review of Educational Research, 2016, 86, 900-944.	7.5	80
11	Life Paths and Accomplishments of Mathematically Precocious Males and Females Four Decades Later. Psychological Science, 2014, 25, 2217-2232.	3.3	136
12	When less is more: Effects of grade skipping on adult STEM productivity among mathematically precocious adolescents.. Journal of Educational Psychology, 2013, 105, 176-198.	2.9	44
13	Creativity and Technical Innovation. Psychological Science, 2013, 24, 1831-1836.	3.3	230
14	Who Rises to the Top? Early Indicators. Psychological Science, 2013, 24, 648-659.	3.3	131
15	Neglected aspects and truncated appraisals in vocational counseling: Interpreting the interestâ€“efficacy association from a broader perspective: Comment on Armstrong and Vogel (2009).. Journal of Counseling Psychology, 2010, 57, 226-238.	2.0	40
16	Accomplishment in science, technology, engineering, and mathematics (STEM) and its relation to STEM educational dose: A 25-year longitudinal study.. Journal of Educational Psychology, 2010, 102, 860-871.	2.9	275
17	Exceptional Cognitive Ability: The Phenotype. Behavior Genetics, 2009, 39, 350-358.	2.1	60
18	Cognitive epidemiology: With emphasis on untangling cognitive ability and socioeconomic status. Intelligence, 2009, 37, 625-633.	3.0	41

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19	Work preferences, life values, and personal views of top math/science graduate students and the profoundly gifted: Developmental changes and gender differences during emerging adulthood and parenthood.. Journal of Personality and Social Psychology, 2009, 97, 517-532.	2.8	179
20	Spatial ability for STEM domains: Aligning over 50 years of cumulative psychological knowledge solidifies its importance.. Journal of Educational Psychology, 2009, 101, 817-835.	2.9	1,249
21	Ability Differences Among People Who Have Commensurate Degrees Matter for Scientific Creativity. Psychological Science, 2008, 19, 957-961.	3.3	132
22	Intelligence: Success and Fitness. Novartis Foundation Symposium, 2008, 233, 6-36.	1.1	2
23	Spatial ability: A neglected dimension in talent searches for intellectually precocious youth.. Journal of Educational Psychology, 2007, 99, 397-420.	2.9	150
24	Contrasting Intellectual Patterns Predict Creativity in the Arts and Sciences. Psychological Science, 2007, 18, 948-952.	3.3	205
25	Tracking Exceptional Human Capital Over Two Decades. Psychological Science, 2006, 17, 194-199.	3.3	166
26	Study of Mathematically Precocious Youth After 35 Years: Uncovering Antecedents for the Development of Math-Science Expertise. Perspectives on Psychological Science, 2006, 1, 316-345.	9.0	423
27	Julian C. Stanley Jr. (1918-2005).. American Psychologist, 2006, 61, 251-252.	4.2	7
28	Creativity and Occupational Accomplishments Among Intellectually Precocious Youths: An Age 13 to Age 33 Longitudinal Study.. Journal of Educational Psychology, 2005, 97, 484-492.	2.9	167
29	Meeting the Educational Needs of Special Populations: Advanced Placement's Role in Developing Exceptional Human Capital. Psychological Science, 2004, 15, 217-224.	3.3	43
30	Introduction to the Special Section on Cognitive Abilities: 100 Years After Spearman's (1904) "'General Intelligence,' Objectively Determined and Measured".. Journal of Personality and Social Psychology, 2004, 86, 96-111.	2.8	333
31	Mathematically facile adolescents with math-science aspirations: New perspectives on their educational and vocational development.. Journal of Educational Psychology, 2002, 94, 785-794.	2.9	87
32	Importance of assessing spatial ability in intellectually talented young adolescents: A 20-year longitudinal study.. Journal of Educational Psychology, 2001, 93, 604-614.	2.9	445
33	A genome-wide scan of 1842 DNA markers for allelic associations with general cognitive ability: a five-stage design using DNA pooling and extreme selected groups. Behavior Genetics, 2001, 31, 497-509.	2.1	80
34	Men and Women at Promise for Scientific Excellence: Similarity Not Dissimilarity. Psychological Science, 2001, 12, 309-317.	3.3	72
35	Choosing excellence.. American Psychologist, 2001, 56, 76-77.	4.2	5
36	Scientific and Social Significance of Assessing Individual Differences: â€œSinking Shafts at a Few Critical Pointsâ€. Annual Review of Psychology, 2000, 51, 405-444.	17.7	278

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37	States of excellence.. American Psychologist, 2000, 55, 137-150.	4.2	197
38	Sex Differences in Mathematical Reasoning Ability at Age 13: Their Status 20 Years Later. Psychological Science, 2000, 11, 474-480.	3.3	172
39	DNA Pooling Identifies QTLs on Chromosome 4 for General Cognitive Ability in Children. Human Molecular Genetics, 1999, 8, 915-922.	2.9	91
40	Assessing vocational preferences among gifted adolescents adds incremental validity to abilities: A discriminant analysis of educational outcomes over a 10-year interval.. Journal of Educational Psychology, 1999, 91, 777-786.	2.9	96
41	Validity of assessing educational-vocational preference dimensions among intellectually talented 13-year-olds.. Journal of Counseling Psychology, 1998, 45, 436-453.	2.0	50
42	Rethinking Multipotentiality Among the Intellectually Gifted: A Critical Review and Recommendations. Gifted Child Quarterly, 1997, 41, 5-15.	2.0	64
43	Incorporating general intelligence into epidemiology and the social sciences. Intelligence, 1997, 24, 159-201.	3.0	246
44	Applied individual differences research and its quantitative methods.. Psychology, Public Policy, and Law, 1996, 2, 187-203.	1.2	33
45	Multipotentiality among the intellectually gifted: "It was never there and already it's vanishing.". Journal of Counseling Psychology, 1996, 43, 65-76.	2.0	105
46	A 20-year stability analysis of the study of values for intellectually gifted individuals from adolescence to adulthood.. Journal of Applied Psychology, 1996, 81, 443-451.	5.3	77
47	Stability of vocational interests among the intellectually gifted from adolescence to adulthood: A 15-year longitudinal study.. Journal of Applied Psychology, 1995, 80, 196-200.	5.3	65
48	Does the Defining Issues Test measure psychological phenomena distinct from verbal ability? An examination of Lykken's query.. Journal of Personality and Social Psychology, 1995, 69, 498-504.	2.8	70
49	An Opportunity for Empiricism. PsycCritiques, 1995, 40, 935-938.	0.0	26
50	Utility of predicting group membership and the role of spatial visualization in becoming an engineer, physical scientist, or artist.. Journal of Applied Psychology, 1993, 78, 250-261.	5.3	266
51	Some bodily and medical correlates of mathematical giftedness and commensurate levels of socioeconomic status. Intelligence, 1992, 16, 99-115.	3.0	43
52	A broadly based analysis of mathematical giftedness. Intelligence, 1990, 14, 327-355.	3.0	96
53	Individual Differences at the Top. , 0, , 230-255.		3