

# Alexander Emg Minnaert

## List of Publications by Year in descending order

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Version: 2024-02-01

92  
papers

3,315  
citations

201385

27  
h-index

168136

53  
g-index

97  
all docs

97  
docs citations

97  
times ranked

2566  
citing authors

#	ARTICLE	IF	CITATIONS
1	Regular primary schoolteachers' attitudes towards inclusive education: a review of the literature. <i>International Journal of Inclusive Education</i> , 2011, 15, 331-353.	1.5	658
2	Effects of need supportive teaching on early adolescents' motivation and engagement: A review of the literature. <i>Educational Research Review</i> , 2013, 9, 65-87.	4.1	251
3	Emotions, self-regulated learning, and achievement in mathematics: A growth curve analysis. <i>Journal of Educational Psychology</i> , 2013, 105, 150-161.	2.1	221
4	Perceived Social Support and Early Adolescents' Achievement: The Mediation Roles of Motivational Beliefs and Emotions. <i>Journal of Youth and Adolescence</i> , 2010, 39, 36-46.	1.9	192
5	Attitudes of parents towards inclusive education: a review of the literature. <i>European Journal of Special Needs Education</i> , 2010, 25, 165-181.	1.5	160
6	Reciprocal relationships between math self-concept and math anxiety. <i>Learning and Individual Differences</i> , 2012, 22, 385-389.	1.5	153
7	Students' Attitudes towards Peers with Disabilities: A review of the literature. <i>International Journal of Disability Development and Education</i> , 2012, 59, 379-392.	0.6	144
8	Self-regulation with respect to informal learning. <i>International Journal of Educational Research</i> , 1999, 31, 533-544.	1.2	71
9	Motivation and self-regulated learning in secondary vocational education: information-processing type and gender differences. <i>Learning and Individual Differences</i> , 2003, 13, 273-289.	1.5	59
10	The influence of teacher perceived administration of self-regulated learning on students' motivation and information-processing. <i>Learning and Instruction</i> , 2005, 15, 141-160.	1.9	57
11	Evaluating the Effectiveness of an Intervention Program to Influence Attitudes of Students Towards Peers with Disabilities. <i>Journal of Autism and Developmental Disorders</i> , 2014, 44, 572-583.	1.7	56
12	What motivates early adolescents for school? A longitudinal analysis of associations between observed teaching and motivation. <i>Contemporary Educational Psychology</i> , 2015, 42, 129-140.	1.6	56
13	The psychometric evaluation of a questionnaire to measure attitudes towards inclusive education. <i>European Journal of Psychology of Education</i> , 2012, 27, 573-589.	1.3	55
14	Which variables relate to the attitudes of teachers, parents and peers towards students with special educational needs in regular education?. <i>Educational Studies</i> , 2012, 38, 433-448.	1.4	51
15	Relationship between Learning Environment Characteristics and Academic Engagement. <i>Psychological Reports</i> , 2011, 109, 259-284.	0.9	50
16	Students' daily emotions in the classroom: Intra-individual variability and appraisal correlates. <i>British Journal of Educational Psychology</i> , 2010, 80, 583-597.	1.6	49
17	Evaluating the effect of a teacher training programme on the primary teachers' attitudes, knowledge and teaching strategies regarding special educational needs. <i>Educational Psychology</i> , 2017, 37, 287-297.	1.2	48
18	Dissonance in Student Learning Patterns: When to revise theory?. <i>Studies in Higher Education</i> , 2003, 28, 49-61.	2.9	47

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19	The additive effect of regulatory activities on top of intelligence in relation to academic performance in higher education. <i>Learning and Instruction</i> , 1998, 9, 77-91.	1.9	46
20	Affective and Motivational Outcomes of Working in Collaborative Groups. <i>Educational Psychology</i> , 2006, 26, 187-208.	1.2	43
21	Peer Acceptance and Friendships of Students with Disabilities in General Education: The Role of Child, Peer, and Classroom Variables. <i>Social Development</i> , 2013, 22, 831-844.	0.8	42
22	Non-cognitive Characteristics of Gifted Students With Learning Disabilities: An In-depth Systematic Review. <i>Frontiers in Psychology</i> , 2018, 9, 504.	1.1	40
23	Students'™ Experiences of Autonomy, Competence, Social Relatedness and Interest Within a CSCL Environment in Vocational Education: The Case of Commerce and Business Administration. <i>Vocations and Learning</i> , 2011, 4, 175-190.	0.9	39
24	SUCCESS AND PROGRESS IN HIGHER EDUCATION: A STRUCTURAL MODEL OF STUDYING. <i>British Journal of Educational Psychology</i> , 1992, 62, 184-192.	1.6	37
25	Need supportive teaching in practice: a narrative analysis in schools with contrasting educational approaches. <i>Social Psychology of Education</i> , 2015, 18, 585-613.	1.2	35
26	Autonomy, Competence, and Social Relatedness in Task Interest within Project-Based Education. <i>Psychological Reports</i> , 2007, 101, 574-586.	0.9	33
27	Empirical Study on Primary School Teachers'™ Attitudes Towards Inclusive Education in Jakarta, Indonesia. <i>Procedia, Social and Behavioral Sciences</i> , 2012, 69, 1430-1436.	0.5	32
28	Characteristics of primary teacher training programmes on inclusion: a literature focus. <i>Educational Research</i> , 2014, 56, 310-326.	0.9	31
29	Building vocational skills for marginalised youth in Uganda: A SWOT analysis of four training programmes. <i>International Journal of Educational Development</i> , 2015, 40, 134-144.	1.4	29
30	Student voices on social exclusion in general primary schools. <i>European Journal of Special Needs Education</i> , 2018, 33, 166-186.	1.5	27
31	Teacher practice in secondary vocational education: Between teacher-regulated activities of student learning and student self-regulation. <i>Teaching and Teacher Education</i> , 2014, 40, 1-9.	1.6	25
32	Gifted Education in the Netherlands. <i>Journal for the Education of the Gifted</i> , 2013, 36, 133-150.	0.5	24
33	Rapid Naming and Phonemic Awareness in Children With Reading Disabilities and/or Specific Language Impairment: Differentiating Processes?. <i>Journal of Speech, Language, and Hearing Research</i> , 2015, 58, 1538-1548.	0.7	24
34	Mind wandering and reading comprehension in secondary school children. <i>Learning and Individual Differences</i> , 2019, 75, 101778.	1.5	23
35	Fostering early adolescents'™ motivation: a longitudinal study into the effectiveness of social constructivist, traditional and combined schools for prevocational education. <i>Educational Psychology</i> , 2016, 36, 1-25.	1.2	16
36	Emotional Experiences of Students in the Classroom. <i>European Psychologist</i> , 2010, 15, 142-151.	1.8	16

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37	The role of competence and value beliefs in students' daily emotional experiences: A multilevel test of a transactional model. <i>Learning and Individual Differences</i> , 2010, 20, 507-511.	1.5	15
38	The co-occurrence of intellectual giftedness and Autism Spectrum Disorders. <i>Educational Research Review</i> , 2011, 6, 67-88.	4.1	15
39	Motivational and emotional components affecting maleâ€™s and femaleâ€™s self-regulated learning. <i>European Journal of Psychology of Education</i> , 1999, 14, 525-540.	1.3	14
40	A review scrutinising the consequential validity of dynamic assessment. <i>Educational Psychology</i> , 2016, 36, 112-137.	1.2	14
41	Aiming for agency. The effects of teacher education on the development of the expertise of early childhood teachers. <i>Teaching and Teacher Education</i> , 2020, 96, 103176.	1.6	14
42	The Application of Dynamic Assessment in People Communicating at a Prelinguistic Level: A descriptive review of the literature. <i>International Journal of Disability Development and Education</i> , 2013, 60, 119-145.	0.6	13
43	â€œI felt very bad, I had self-rejectionâ€™: narratives of exclusion and marginalisation among early school leavers in Uganda. <i>Journal of Youth Studies</i> , 2014, 17, 475-491.	1.5	13
44	Rapid Naming and Phonemic Awareness in Children With or Without Reading Disabilities and/or ADHD. <i>Journal of Learning Disabilities</i> , 2017, 50, 168-179.	1.5	13
45	Applying the Contact Theory in Inclusive Education: A Systematic Review on the Impact of Contact and Information on the Social Participation of Students With Disabilities. <i>Frontiers in Education</i> , 2020, 5, .	1.2	12
46	Bias in the Assessment of Regulation Activities in Studying at the Level of Higher Education. <i>European Journal of Psychological Assessment</i> , 1997, 13, 99-108.	1.7	11
47	Measuring teacher regulating activities concerning student learning in secondary education classrooms: Reliability and validity of student perceptions. <i>Studies in Educational Evaluation</i> , 2014, 43, 206-213.	1.2	10
48	Understanding the Relationship Between Teacher Behavior and Motivation in Students with Acquired Deafblindness. <i>American Annals of the Deaf</i> , 2016, 161, 314-326.	0.1	10
49	What do Dutch general education teachers do to facilitate the social participation of students with SEBD?. <i>International Journal of Inclusive Education</i> , 2020, 24, 1194-1217.	1.5	10
50	Assessment of Studentsâ€™ Feelings of Autonomy, Competence, and Social Relatedness: A New Approach to Measuring the Quality of the Learning Process through Self- and Peer Assessment. , 2003, , 225-246.		10
51	Goals are motivational researchersâ€™ best friend, but to what extent are achievement goals and achievement goal orientations also the best friend of educational outcomes?. <i>International Journal of Educational Research</i> , 2013, 61, 85-89.	1.2	9
52	Phonological Processing and Word Reading in Typically Developing and Reading Disabled Children: Severity Matters. <i>Scientific Studies of Reading</i> , 2015, 19, 166-181.	1.3	9
53	A review of enabling factors in support intervention programmes for early school leavers: What are the implications for Sub-Saharan Africa?. <i>Children and Youth Services Review</i> , 2015, 52, 54-62.	1.0	9
54	The Influence of Need-Supportive Teacher Behavior on the Motivation of Students with Congenital Deafblindness. <i>Journal of Visual Impairment and Blindness</i> , 2017, 111, 247-260.	0.4	9

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55	Teacher strategies to support the social participation of students with SEBD in the regular classroom. <i>European Journal of Special Needs Education</i> , 2018, 33, 412-426.	1.5	9
56	Young children's perspectives on resolving social exclusion within inclusive classrooms. <i>International Journal of Educational Research</i> , 2019, 98, 324-335.	1.2	9
57	Task-Specific and Latent Relationships Between Motor Skills and Executive Functions in Preschool Children. <i>Frontiers in Psychology</i> , 2020, 11, 2208.	1.1	9
58	AUTONOMY, COMPETENCE, AND SOCIAL RELATEDNESS IN TASK INTEREST WITHIN PROJECT-BASED EDUCATION. <i>Psychological Reports</i> , 2007, 101, 574.	0.9	9
59	The proof of the intervention is in the implementation; a systematic review about implementation fidelity of classroom-based interventions facilitating social participation of students with social-emotional problems or behavioural difficulties. <i>International Journal of Educational Research Open</i> , 2020, 1, 100002.	1.0	8
60	Intervening to Improve Teachers' Need-supportive Behaviour Using Self-Determination Theory: Its Effects on Teachers and on the Motivation of Students with Deafblindness. <i>International Journal of Disability Development and Education</i> , 2017, 64, 310-327.	0.6	7
61	Preschool/Kindergarten teachers' conceptions of standardised testing. <i>Assessment in Education</i> , 2020, 27, 87-108.	0.7	7
62	Constrained or sustained by demands? Perceptions of professional autonomy in early childhood education. <i>Contemporary Issues in Early Childhood</i> , 2020, 21, 138-152.	0.9	7
63	Construct validity of the Actiwatch <sup>2</sup> for assessing movement in people with profound intellectual and multiple disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2021, 34, 99-110.	1.3	7
64	Early identification of children at risk for academic difficulties using standardized assessment: stability and predictive validity of preschool math and language scores. <i>European Early Childhood Education Research Journal</i> , 2017, 25, 698-716.	1.2	6
65	Inclusion moments for students with profound intellectual and multiple disabilities in mainstream schools: The teacher assistant's role in supporting peer interactions. <i>European Journal of Special Needs Education</i> , 2021, 36, 231-247.	1.5	6
66	How General are the Effects of Domain-Specific Prior Knowledge on Study Expertise as Compared to General Thinking Skills ?. , 1996, , 265-281.		6
67	Intellectually gifted students with possible characteristics of ASD: a multiple case study of psycho-educational assessment practices. <i>European Journal of Special Needs Education</i> , 2016, 31, 76-95.	1.5	5
68	Content and Quality of Motor Initiatives in the Support of People With Profound Intellectual and Multiple Disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2019, 16, 325-341.	1.7	5
69	Learning Environment Experiences in Primary Education. , 2014, , 183-194.		5
70	The attentional blink in typically developing and reading-disabled children. <i>Journal of Experimental Child Psychology</i> , 2015, 139, 51-70.	0.7	4
71	A literature review on how need-supportive behavior influences motivation in students with sensory loss. <i>Teaching and Teacher Education</i> , 2016, 57, 1-13.	1.6	4
72	Communication development from an intersubjective perspective: Exploring the use of a layered communication model to describe communication development in students with congenital deafblindness. <i>Journal of Communication Disorders</i> , 2019, 80, 35-51.	0.8	4

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73	Assessing Motor Performance in Preschool Children: The Zurich Neuromotor Assessment-2 and the Movement Assessment Battery for Children-2. Perceptual and Motor Skills, 2021, 128, 2014-2032.	0.6	4
74	The I of students with ID or SEBD: A systematic literature review of the self-concept of students with ID or SEBD. Educational Research Review, 2022, 36, 100449.	4.1	4
75	Development of the language proficiency of five- to seven-year-olds in rural areas. Early Child Development and Care, 2017, 187, 756-777.	0.7	3
76	It also takes teachers to tango: Using social validity assessment to refine an intervention design. International Journal of Educational Research, 2021, 107, 101749.	1.2	3
77	Needs-based Assessment of Students with (suspicion of) Intellectual Giftedness and/or an Autism Spectrum Disorder: Design of a Heuristic. Electronic Journal of Research in Educational Psychology, 2017, 12, .	0.2	3
78	Studeervaardigheid, Vooropleiding En Nadien Behaalde Studieresultaten in Een Eerste Kandidatuur Psychologie: Een Peiling Naar Hun Nomologische Validiteit Binnen Een Structureel Model Van Studeren. Psychologica Belgica, 2020, 30, 105.	1.0	3
79	Assessments of intellectually gifted students with(out) characteristic(s) of ASD: An explorative evaluation among diagnosticians in various psycho-educational organisations.. Electronic Journal of Research in Educational Psychology, 2015, 13, 5-26.	0.2	3
80	At-Risk Students and the Role of Implicit Theories of Intelligence in Educational Professionals'™ Actions. Journal of Cognitive Education and Psychology, 2017, 16, 193-204.	0.2	3
81	Emerging School Readiness Profiles: Motor Skills Matter for Cognitive- and Non-cognitive First Grade School Outcomes. Frontiers in Psychology, 2021, 12, 759480.	1.1	3
82	The Effect of Self-regulated Strategy Instruction and Behavioral Consultation on Motivation: A Longitudinal Study on the Effect of School-Based Interventions in Secondary Education. Frontiers in Education, 2017, 2, .	1.2	2
83	Development and process evaluation of a motor activity program for people with profound intellectual and multiple disabilities. BMC Health Services Research, 2021, 21, 259.	0.9	2
84	The amount of instruction provided by teachers versus the amount of instruction actually received by their students in special education. European Journal of Special Needs Education, 2018, 33, 541-554.	1.5	1
85	Monitoring Communication Development Between Teachers and Their Students With Congenital Deafblindness: An Application of the Layered Communication Model. Frontiers in Education, 2020, 5, .	1.2	1
86	Defining and evaluating stability in early years assessment. International Journal of Research and Method in Education, 2021, 44, 151-163.	1.1	1
87	Meeting ontologies: actor-network theory as part of a methodologically heterogeneous research project. Studies in Continuing Education, 0, , 1-16.	1.2	1
88	A Literature Review on the Psychological Needs of Students with Sensory Loss. Volta Review, 2017, 116, 29-58.	0.6	1
89	Need Support in Students with Visual Impairments: Comparing Teacher and Student Perspectives. Frontiers in Education, 2018, 2, .	1.2	0
90	Leerproblemen en leerstoornissen. , 2014, , 349-371.		0

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91	Multiparty Conversations With People With Congenital Deafblindness: Operationalization, Significance, and Requirements. <i>Frontiers in Education</i> , 2020, 5, .	1.2	0
92	Analysis of the Relationship Between the Content and Effectiveness of an Intervention based on the Layered Communication Model to Improve Communication. <i>Journal of Deafblind Studies on Communication</i> , 2021, 7, .	0.3	0