

# Alexander Emg Minnaert

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9041667/publications.pdf>

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  | The I of students with ID or SEBD: A systematic literature review of the self-concept of students with ID or SEBD. <i>Educational Research Review</i> , 2022, 36, 100449.   | 4.1 | 4         |
| 2  | Defining and evaluating stability in early years assessment. <i>International Journal of Research and Method in Education</i> , 2021, 44, 151-163.  | 1.1 | 1         |
| 3  | Construct validity of the Actiwatch <sup>®</sup> 2 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         |
| 4  | It also takes teachers to tango: Using social validity assessment to refine an intervention design. <i>International Journal of Educational Research</i> , 2021, 107, 101749.   | 1.2 | 3         |
| 5  | Development and process evaluation of a motor activity program for people with profound intellectual and multiple disabilities. <i>BMC Health Services Research</i> , 2021, 21, 259.  | 0.9 | 2         |
| 6  | 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         |
| 7  | Assessing Motor Performance in Preschool Children: The Zurich Neuromotor Assessment-2 and the Movement Assessment Battery for Children-2. <i>Perceptual and Motor Skills</i> , 2021, 128, 2014-2032.  | 0.6 | 4         |
| 8  | Emerging School Readiness Profiles: Motor Skills Matter for Cognitive- and Non-cognitive First Grade School Outcomes. <i>Frontiers in Psychology</i> , 2021, 12, 759480.  | 1.1 | 3         |
| 9  | 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         |
| 10 | 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        |
| 11 | Preschool/Kindergarten teachers' conceptions of standardised testing. <i>Assessment in Education</i> , 2020, 27, 87-108.  | 0.7 | 7         |
| 12 | 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        |
| 13 | 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         |
| 14 | 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         |
| 15 | 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        |
| 16 | Monitoring Communication Development Between Teachers and Their Students With Congenital Deafblindness: An Application of the Layered Communication Model. <i>Frontiers in Education</i> , 2020, 5, .   | 1.2 | 1         |
| 17 | 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         |
| 18 | Studeervaardigheid, Vooropleiding En Nadien Behaalde Studieresultaten in Een Eerste Kandidatuur Psychologie: Een Peiling Naar Hun Nomologische Validiteit Binnen Een Structureel Model Van Studeren. <i>Psychologica Belgica</i> , 2020, 30, 105.   | 1.0 | 3         |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 19 | Multiparty Conversations With People With Congenital Deafblindness: Operationalization, Significance, and Requirements. <i>Frontiers in Education</i> , 2020, 5, .  | 1.2 | 0         |
| 20 | 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         |
| 21 | Mind wandering and reading comprehension in secondary school children. <i>Learning and Individual Differences</i> , 2019, 75, 101778.   | 1.5 | 23        |
| 22 | 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         |
| 23 | 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         |
| 24 | Student voices on social exclusion in general primary schools. <i>European Journal of Special Needs Education</i> , 2018, 33, 166-186.  | 1.5 | 27        |
| 25 | 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         |
| 26 | The amount of instruction provided by teachers versus the amount of instruction actually received by their students in special education. <i>European Journal of Special Needs Education</i> , 2018, 33, 541-554.   | 1.5 | 1         |
| 27 | 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        |
| 28 | Need Support in Students with Visual Impairments: Comparing Teacher and Student Perspectives. <i>Frontiers in Education</i> , 2018, 2, .  | 1.2 | 0         |
| 29 | 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        |
| 30 | 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        |
| 31 | 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         |
| 32 | 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         |
| 33 | Development of the language proficiency of five- to seven-year-olds in rural areas. <i>Early Child Development and Care</i> , 2017, 187, 756-777.   | 0.7 | 3         |
| 34 | 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. <i>Frontiers in Education</i> , 2017, 2, .                                    | 1.2 | 2         |
| 35 | 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         |
| 36 | Needs-based Assessment of Students with (suspicion of) Intellectual Giftedness and/or an Autism Spectrum Disorder: Design of a Heuristic. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 12, .   | 0.2 | 3         |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 37 | At-Risk Students and the Role of Implicit Theories of Intelligence in Educational Professionals'™ Actions. <i>Journal of Cognitive Education and Psychology</i> , 2017, 16, 193-204.   | 0.2 | 3         |
| 38 | A Literature Review on the Psychological Needs of Students with Sensory Loss. <i>Volta Review</i> , 2017, 116, 29-58.  | 0.6 | 1         |
| 39 | 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        |
| 40 | 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         |
| 41 | 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        |
| 42 | 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         |
| 43 | A review scrutinising the consequential validity of dynamic assessment. <i>Educational Psychology</i> , 2016, 36, 112-137.   | 1.2 | 14        |
| 44 | 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        |
| 45 | 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        |
| 46 | The attentional blink in typically developing and reading-disabled children. <i>Journal of Experimental Child Psychology</i> , 2015, 139, 51-70.   | 0.7 | 4         |
| 47 | 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         |
| 48 | 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         |
| 49 | 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        |
| 50 | 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        |
| 51 | Assessments of intellectually gifted students with(out) characteristic(s) of ASD: An explorative evaluation among diagnosticians in various psycho-educational organisations.. <i>Electronic Journal of Research in Educational Psychology</i> , 2015, 13, 5-26. | 0.2 | 3         |
| 52 | Characteristics of primary teacher training programmes on inclusion: a literature focus. <i>Educational Research</i> , 2014, 56, 310-326.  | 0.9 | 31        |
| 53 | “I felt very bad, I had self-rejection”™: narratives of exclusion and marginalisation among early school leavers in Uganda. <i>Journal of Youth Studies</i> , 2014, 17, 475-491.   | 1.5 | 13        |
| 54 | 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        |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 55 | 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        |
| 56 | 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        |
| 57 | Learning Environment Experiences in Primary Education. , 2014, , 183-194.  |     | 5         |
| 58 | Leerproblemen en leerstoornissen. , 2014, , 349-371.   |     | 0         |
| 59 | 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        |
| 60 | Effects of need supportive teaching on early adolescentsâ€™ motivation and engagement: A review of the literature. <i>Educational Research Review</i> , 2013, 9, 65-87.  | 4.1 | 251       |
| 61 | 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         |
| 62 | 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       |
| 63 | 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        |
| 64 | Gifted Education in the Netherlands. <i>Journal for the Education of the Gifted</i> , 2013, 36, 133-150.   | 0.5 | 24        |
| 65 | Studentsâ€™ 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       |
| 66 | 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        |
| 67 | 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        |
| 68 | Reciprocal relationships between math self-concept and math anxiety. <i>Learning and Individual Differences</i> , 2012, 22, 385-389.   | 1.5 | 153       |
| 69 | Empirical Study on Primary School Teachersâ€™ Attitudes Towards Inclusive Education in Jakarta, Indonesia. <i>Procedia, Social and Behavioral Sciences</i> , 2012, 69, 1430-1436.  | 0.5 | 32        |
| 70 | Regular primary schoolteachersâ€™ attitudes towards inclusive education: a review of the literature. <i>International Journal of Inclusive Education</i> , 2011, 15, 331-353.  | 1.5 | 658       |
| 71 | The co-occurrence of intellectual giftedness and Autism Spectrum Disorders. <i>Educational Research Review</i> , 2011, 6, 67-88.   | 4.1 | 15        |
| 72 | Studentsâ€™ 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        |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 73 | Relationship between Learning Environment Characteristics and Academic Engagement. Psychological Reports, 2011, 109, 259-284.   | 0.9 | 50        |
| 74 | Students' daily emotions in the classroom: Intra-individual variability and appraisal correlates. British Journal of Educational Psychology, 2010, 80, 583-597.   | 1.6 | 49        |
| 75 | Perceived Social Support and Early Adolescents' Achievement: The Mediation Roles of Motivational Beliefs and Emotions. Journal of Youth and Adolescence, 2010, 39, 36-46.                               | 1.9 | 192       |
| 76 | Attitudes of parents towards inclusive education: a review of the literature. European Journal of Special Needs Education, 2010, 25, 165-181.   | 1.5 | 160       |
| 77 | The role of competence and value beliefs in students' daily emotional experiences: A multilevel test of a transactional model. Learning and Individual Differences, 2010, 20, 507-511.                  | 1.5 | 15        |
| 78 | Emotional Experiences of Students in the Classroom. European Psychologist, 2010, 15, 142-151.   | 1.8 | 16        |
| 79 | Autonomy, Competence, and Social Relatedness in Task Interest within Project-Based Education. Psychological Reports, 2007, 101, 574-586.  | 0.9 | 33        |
| 80 | AUTONOMY, COMPETENCE, AND SOCIAL RELATEDNESS IN TASK INTEREST WITHIN PROJECT-BASED EDUCATION. Psychological Reports, 2007, 101, 574.  | 0.9 | 9         |
| 81 | Affective and Motivational Outcomes of Working in Collaborative Groups. Educational Psychology, 2006, 26, 187-208.  | 1.2 | 43        |
| 82 | The influence of teacher perceived administration of self-regulated learning on students' motivation and information-processing. Learning and Instruction, 2005, 15, 141-160.                           | 1.9 | 57        |
| 83 | Motivation and self-regulated learning in secondary vocational education: information-processing type and gender differences. Learning and Individual Differences, 2003, 13, 273-289.                   | 1.5 | 59        |
| 84 | Dissonance in Student Learning Patterns: When to revise theory?. Studies in Higher Education, 2003, 28, 49-61.  | 2.9 | 47        |
| 85 | Assessment of Students' 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        |
| 86 | Motivational and emotional components affecting male's and female's self-regulated learning. European Journal of Psychology of Education, 1999, 14, 525-540.  | 1.3 | 14        |
| 87 | Self-regulation with respect to informal learning. International Journal of Educational Research, 1999, 31, 533-544.  | 1.2 | 71        |
| 88 | The additive effect of regulatory activities on top of intelligence in relation to academic performance in higher education. Learning and Instruction, 1998, 9, 77-91.                                  | 1.9 | 46        |
| 89 | Bias in the Assessment of Regulation Activities in Studying at the Level of Higher Education. European Journal of Psychological Assessment, 1997, 13, 99-108.   | 1.7 | 11        |
| 90 | How General are the Effects of Domain-Specific Prior Knowledge on Study Expertise as Compared to General Thinking Skills ?. , 1996, , 265-281.  |     | 6         |

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 91 | SUCCESS AND PROGRESS IN HIGHER EDUCATION: A STRUCTURAL MODEL OF STUDYING. British Journal of Educational Psychology, 1992, 62, 184-192.            | 1.6 | 37        |
| 92 | Meeting ontologies: actor-network theory as part of a methodologically heterogeneous research project. Studies in Continuing Education, 0, , 1-16. | 1.2 | 1         |