

# Wim Van Den Noortgate

## List of Publications by Year in descending order

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204  
papers

8,987  
citations

57758

44  
h-index

58581

82  
g-index

217  
all docs

217  
docs citations

217  
times ranked

8375  
citing authors

#	ARTICLE	IF	CITATIONS
1	The relation between short-term emotion dynamics and psychological well-being: A meta-analysis.. Psychological Bulletin, 2015, 141, 901-930.	6.1	573
2	Three-level meta-analysis of dependent effect sizes. Behavior Research Methods, 2013, 45, 576-594.	4.0	517
3	Systematic Review and Meta-Analysis of Prevalence Studies in Transsexualism. European Psychiatry, 2015, 30, 807-815.	0.2	330
4	Mechanisms of masked priming: A meta-analysis.. Psychological Bulletin, 2009, 135, 452-477.	6.1	305
5	Emotion fingerprints or emotion populations? A meta-analytic investigation of autonomic features of emotion categories.. Psychological Bulletin, 2018, 144, 343-393.	6.1	287
6	Meta-analysis of multiple outcomes: a multilevel approach. Behavior Research Methods, 2015, 47, 1274-1294.	4.0	253
7	Global processing takes time: A meta-analysis on localâ€“global visual processing in ASD.. Psychological Bulletin, 2015, 141, 549-573.	6.1	220
8	Captioned video for L2 listening and vocabulary learning: A meta-analysis. System, 2013, 41, 720-739.	3.4	179
9	The Effects of Early Prevention Programs for Families with Young Children at Risk for Physical Child Abuse and Neglect: A Meta-Analysis. Child Maltreatment, 2004, 9, 277-291.	3.3	175
10	Enjoying mathematics or feeling competent in mathematics? Reciprocal effects on mathematics achievement and perceived math effort expenditure. British Journal of Educational Psychology, 2014, 84, 152-174.	2.9	164
11	Methods for dealing with multiple outcomes in meta-analysis<b>:</b>a comparison between averaging effect sizes, robust variance estimation and multilevel meta-analysis. International Journal of Social Research Methodology: Theory and Practice, 2017, 20, 559-572.	4.4	161
12	Hierarchical linear models for the quantitative integration of effect sizes in single-case research. Behavior Research Methods, 2003, 35, 1-10.	1.3	141
13	A multilevel meta-analysis of single-subject experimental design studies. Evidence-Based Communication Assessment and Intervention, 2008, 2, 142-151.	0.6	141
14	Combining single-case experimental data using hierarchical linear models.. School Psychology Quarterly, 2003, 18, 325-346.	2.0	136
15	Studentsâ€™ misconceptions of statistical inference: A review of the empirical evidence from research on statistics education. Educational Research Review, 2007, 2, 98-113.	7.8	133
16	Estimation of the predictive power of the model in mixedâ€“effects metaâ€“regression: A simulation study. British Journal of Mathematical and Statistical Psychology, 2014, 67, 30-48.	1.4	129
17	Learning and instruction in the hybrid virtual classroom: An investigation of studentsâ€™ engagement and the effect of quizzes. Computers and Education, 2020, 143, 103682.	8.3	121
18	Behavioral Engagement, Peer Status, and Teacherâ€“Student Relationships in Adolescence: A Longitudinal Study on Reciprocal Influences. Journal of Youth and Adolescence, 2016, 45, 1192-1207.	3.5	111

#	ARTICLE	IF	CITATIONS
19	From a single-level analysis to a multilevel analysis of single-case experimental designs. <i>Journal of School Psychology</i> , 2014, 52, 191-211.	2.9	107
20	Cross-Classification Multilevel Logistic Models in Psychometrics. <i>Journal of Educational and Behavioral Statistics</i> , 2003, 28, 369-386.	1.7	106
21	Approaches to Measuring Creativity: A Systematic Literature Review. <i>Creativity</i> , 2017, 4, 238-275.	0.9	100
22	Loneliness and social anxiety across childhood and adolescence: Multilevel meta-analyses of cross-sectional and longitudinal associations.. <i>Developmental Psychology</i> , 2019, 55, 1548-1565.	1.6	93
23	Detecting Selection Bias in Meta-Analyses with Multiple Outcomes: A Simulation Study. <i>Journal of Experimental Education</i> , 2021, 89, 125-144.	2.6	88
24	The Effects of Ignoring a Level in Multilevel Analysis. <i>School Effectiveness and School Improvement</i> , 2005, 16, 281-303.	2.9	74
25	Parents'™ and Adolescents'™ Perspectives on Parenting. <i>Assessment</i> , 2015, 22, 473-489.	3.1	73
26	Childhood personality pathology: Dimensional stability and change. <i>Development and Psychopathology</i> , 2009, 21, 853-869.	2.3	72
27	Adaptive item-based learning environments based on the item response theory: possibilities and challenges. <i>Journal of Computer Assisted Learning</i> , 2010, 26, 549-562.	5.1	71
28	The application of meta-analytic (multi-level) models with multiple random effects: A systematic review. <i>Behavior Research Methods</i> , 2020, 52, 2031-2052.	4.0	70
29	A multilevel meta-analysis of single-case and small-n research on interventions for reducing challenging behavior in persons with intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2012, 33, 766-780.	2.2	69
30	Loneliness and Attitudes Toward Aloneness in Adolescence: A Person-Centered Approach. <i>Journal of Youth and Adolescence</i> , 2016, 45, 547-567.	3.5	67
31	Internalizing Problems in Adolescence: Linking Loneliness, Social Anxiety Symptoms, and Depressive Symptoms Over Time. <i>Journal of Abnormal Child Psychology</i> , 2019, 47, 1691-1705.	3.5	64
32	The aggregation of single-case results using hierarchical linear models.. <i>The Behavior Analyst Today: A Context for Science With A Commitment for Change</i> , 2007, 8, 196-209.	0.2	61
33	Integrating machine learning into item response theory for addressing the cold start problem in adaptive learning systems. <i>Computers and Education</i> , 2019, 137, 91-103.	8.3	58
34	The influence of classroom disciplinary climate of schools on reading achievement: a cross-country comparative study. <i>School Effectiveness and School Improvement</i> , 2015, 26, 586-611.	2.9	57
35	Factor Structure and Measurement Invariance of a Multidimensional Loneliness Scale: Comparisons Across Gender and Age. <i>Journal of Child and Family Studies</i> , 2015, 24, 1829-1837.	1.3	57
36	Assessing and Explaining Differential Item Functioning Using Logistic Mixed Models. <i>Journal of Educational and Behavioral Statistics</i> , 2005, 30, 443-464.	1.7	56

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37	The Three-Level Synthesis of Standardized Single-Subject Experimental Data: A Monte Carlo Simulation Study. <i>Multivariate Behavioral Research</i> , 2013, 48, 719-748.	3.1	56
38	Three-Level Analysis of Single-Case Experimental Data: Empirical Validation. <i>Journal of Experimental Education</i> , 2014, 82, 1-21.	2.6	53
39	Improving Teacher-Child Relationship Quality and Teacher-Rated Behavioral Adjustment Amongst Externalizing Preschoolers: Effects of a Two-Component Intervention. <i>Journal of Abnormal Child Psychology</i> , 2015, 43, 243-257.	3.5	53
40	Item difficulty estimation: An auspicious collaboration between data and judgment. <i>Computers and Education</i> , 2012, 58, 1183-1193.	8.3	52
41	Loneliness in Children and Adolescents With Chronic Physical Conditions: A Meta-Analysis. <i>Journal of Pediatric Psychology</i> , 2017, 42, 622-635.	2.1	52
42	Testing conditions and creative performance: Meta-analyses of the impact of time limits and instructions.. <i>Psychology of Aesthetics, Creativity, and the Arts</i> , 2020, 14, 15-38.	1.3	51
43	Estimating causal effects from multiple-baseline studies: Implications for design and analysis.. <i>Psychological Methods</i> , 2014, 19, 493-510.	3.5	50
44	School engagement trajectories in adolescence: The role of peer likeability and popularity. <i>Journal of School Psychology</i> , 2017, 64, 61-75.	2.9	48
45	Equality Revisited: A Cultural Meta-Analysis of Intergroup Contact and Prejudice. <i>Social Psychological and Personality Science</i> , 2018, 9, 887-895.	3.9	46
46	School processes mediate school compositional effects: model specification and estimation. <i>British Educational Research Journal</i> , 2015, 41, 423-447.	2.5	43
47	The tell-tale: What do heart rate; skin temperature and skin conductance reveal about emotions of people with severe and profound intellectual disabilities?. <i>Research in Developmental Disabilities</i> , 2012, 33, 1117-1127.	2.2	42
48	Assessing meta-regression methods for examining moderator relationships with dependent effect sizes: A Monte Carlo simulation. <i>Research Synthesis Methods</i> , 2017, 8, 435-450.	8.7	41
49	The Influence of the Design Matrix on Treatment Effect Estimates in the Quantitative Analyses of Single-Subject Experimental Design Research. <i>Behavior Modification</i> , 2014, 38, 665-704.	1.6	40
50	The efficacy of case management with persons who have substance abuse problems: A three-level meta-analysis of outcomes.. <i>Journal of Consulting and Clinical Psychology</i> , 2014, 82, 605-618.	2.0	40
51	Towards measuring cognitive load through multimodal physiological data. <i>Cognition, Technology and Work</i> , 2021, 23, 567-585.	3.0	40
52	Parametric and nonparametric bootstrap methods for meta-analysis. <i>Behavior Research Methods</i> , 2005, 37, 11-22.	4.0	39
53	Adolescent externalizing behaviour, psychological control, and peer rejection: Transactional links and dopaminergic moderation. <i>British Journal of Developmental Psychology</i> , 2017, 35, 420-438.	1.7	39
54	Multilevel modeling of single-case data: A comparison of maximum likelihood and Bayesian estimation.. <i>Psychological Methods</i> , 2017, 22, 760-778.	3.5	39

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55	Methodological quality of meta-analyses of single-case experimental studies. <i>Research in Developmental Disabilities</i> , 2018, 79, 97-115.	2.2	38
56	Self-injurious behavior in people with profound intellectual disabilities: A meta-analysis of single-case studies. <i>Research in Developmental Disabilities</i> , 2011, 32, 911-923.	2.2	37
57	Multilevel meta-analysis of single-subject experimental designs: A simulation study. <i>Behavior Research Methods</i> , 2012, 44, 1244-1254.	4.0	37
58	The use of multilevel analysis for integrating single-case experimental design results within a study and across studies. <i>Neuropsychological Rehabilitation</i> , 2014, 24, 590-606.	1.6	37
59	Externalizing Problem Behavior in Adolescence: Dopaminergic Genes in Interaction with Peer Acceptance and Rejection. <i>Journal of Youth and Adolescence</i> , 2015, 44, 1441-1456.	3.5	37
60	A Meta-Analysis of the Efficacy of Case Management for Substance Use Disorders: A Recovery Perspective. <i>Frontiers in Psychiatry</i> , 2019, 10, 186.	2.6	37
61	Bupropion for attention deficit hyperactivity disorder (ADHD) in adults. <i>The Cochrane Library</i> , 2017, 2017, CD009504.	2.8	36
62	Methodological Issues in Measuring Creativity: A Systematic Literature Review. <i>Creativity</i> , 2017, 4, 276-301.	0.9	36
63	Instructional quality: catalyst or pitfall in educational systems' aim for high achievement and equity? An answer based on multilevel SEM analyses of TIMSS 2015 data in Flanders (Belgium), Germany, and Norway. <i>Large-Scale Assessments in Education</i> , 2019, 7, .	2.0	36
64	What makes them feel like they do? Investigating the subjective well-being in people with severe and profound disabilities. <i>Research in Developmental Disabilities</i> , 2010, 31, 1623-1632.	2.2	35
65	Does the Fourth-Grade Slump in Creativity Actually Exist? A Meta-analysis of the Development of Divergent Thinking in School-Age Children and Adolescents. <i>Educational Psychology Review</i> , 2021, 33, 275-298.	8.4	35
66	Visual representations of meta-analyses of multiple outcomes: Extensions to forest plots, funnel plots, and caterpillar plots. <i>Methodology</i> , 2020, 16, 299-315.	1.1	35
67	Different pathways towards dropout: the role of engagement in early school leaving. <i>Oxford Review of Education</i> , 2013, 39, 739-760.	2.0	33
68	Randomization and Data-Analysis Items in Quality Standards for Single-Case Experimental Studies. <i>Journal of Special Education</i> , 2015, 49, 146-156.	1.7	33
69	Cognitive support for assembly operations by means of augmented reality: an exploratory study. <i>International Journal of Human Computer Studies</i> , 2020, 143, 102480.	5.6	33
70	Estimating the mean effect size in meta-analysis: Bias, precision, and mean squared error of different weighting methods. <i>Behavior Research Methods</i> , 2003, 35, 504-511.	1.3	32
71	Do You Know What I Feel? A First Step Towards a Physiological Measure of the Subjective Well-Being of Persons With Profound Intellectual and Multiple Disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2010, 23, 366-378.	2.0	31
72	Conditional mixed models with crossed random effects. <i>British Journal of Mathematical and Statistical Psychology</i> , 2007, 60, 351-365.	1.4	30

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73	Is the cure worse than the disease? A longitudinal study on the effect of grade retention in secondary education on achievement and academic self-concept. <i>Educational Studies</i> , 2014, 40, 496-514.	2.4	29
74	Testing the Intervention Effect in Single-Case Experiments: A Monte Carlo Simulation Study. <i>Journal of Experimental Education</i> , 2017, 85, 175-196.	2.6	29
75	One by One: Accumulating Evidence by using Meta-Analytical Procedures for Single-Case Experiments. <i>Brain Impairment</i> , 2018, 19, 33-58.	0.7	29
76	Computer Vision and Human Behaviour, Emotion and Cognition Detection: A Use Case on Student Engagement. <i>Mathematics</i> , 2021, 9, 287.	2.2	29
77	Investigating the interplay between parenting dimensions and styles, and the association with adolescent outcomes. <i>European Child and Adolescent Psychiatry</i> , 2020, 29, 327-342.	4.7	27
78	A Reliability Generalization Study for a Multidimensional Loneliness Scale. <i>European Journal of Psychological Assessment</i> , 2015, 31, 294-301.	3.0	27
79	Intimate and Relational Loneliness in Adolescence. <i>Journal of Child and Family Studies</i> , 2017, 26, 2059-2069.	1.3	26
80	Information seeking in secondary schools: A multilevel network approach. <i>Social Networks</i> , 2017, 50, 35-45.	2.1	26
81	Multilevel Meta-Analysis: A Comparison with Traditional Meta-Analytical Procedures. <i>Educational and Psychological Measurement</i> , 2003, 63, 765-790.	2.4	26
82	Transactional Links Between Teacher-Student Relationships and Adolescent Rule-Breaking Behavior and Behavioral School Engagement: Moderating Role of a Dopaminergic Genetic Profile Score. <i>Journal of Youth and Adolescence</i> , 2016, 45, 1226-1244.	3.5	25
83	MultiSCED: A tool for (meta-)analyzing single-case experimental data with multilevel modeling. <i>Behavior Research Methods</i> , 2020, 52, 177-192.	4.0	25
84	Analysing repeated measures data in cognitive research: A comment on regression coefficient analyses. <i>European Journal of Cognitive Psychology</i> , 2006, 18, 937-952.	1.3	24
85	Dropout in secondary education: an application of a multilevel discrete-time hazard model accounting for school changes. <i>Quality and Quantity</i> , 2013, 47, 2425-2446.	3.7	24
86	The consequences of modeling autocorrelation when synthesizing single-case studies using a three-level model. <i>Behavior Research Methods</i> , 2016, 48, 803-812.	4.0	24
87	The Children's Loneliness Scale. <i>Assessment</i> , 2017, 24, 244-251.	3.1	24
88	Analysis of single-case experimental count data using the linear mixed effects model: A simulation study. <i>Behavior Research Methods</i> , 2019, 51, 2477-2497.	4.0	24
89	An explanatory item response theory method for alleviating the cold-start problem in adaptive learning environments. <i>Behavior Research Methods</i> , 2019, 51, 895-909.	4.0	24
90	Staff reactions to challenging behaviour: An observation study. <i>Research in Developmental Disabilities</i> , 2010, 31, 525-535.	2.2	23

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91	â€œI choose so I amâ€™: a logistic analysis of major selection in university and successful completion of the first year. <i>Studies in Higher Education</i> , 2015, 40, 1919-1946.	4.5	23
92	Investigating the interplay between adolescent personality, parental control, and externalizing problem behavior across adolescence. <i>Journal of Research in Personality</i> , 2019, 81, 176-186.	1.7	23
93	Attitudes Toward Statistics and Their Relationship with Short- and Long-Term Exam Results. <i>Journal of Statistics Education</i> , 2006, 14, .	1.4	22
94	Optimizing the utility of communication OSCEs: Omit station-specific checklists and provide students with narrative feedback. <i>Patient Education and Counseling</i> , 2012, 88, 106-112.	2.2	22
95	Estimating intervention effects across different types of single-subject experimental designs: Empirical illustration.. <i>School Psychology Quarterly</i> , 2015, 30, 50-63.	2.0	22
96	How do student and classroom characteristics affect attitude toward mathematics? A multivariate multilevel analysis. <i>School Effectiveness and School Improvement</i> , 2017, 28, 1-21.	2.9	22
97	Development of Early Numeracy in 5- to 7-Year-Old Children: A Comparison Between Flanders and The Netherlands. <i>Educational Research and Evaluation</i> , 2002, 8, 249-275.	1.6	21
98	Investigating the relationship between observed mood and emotions in people with severe and profound intellectual disabilities. <i>Journal of Intellectual Disability Research</i> , 2013, 57, 440-451.	2.0	21
99	A demonstration and evaluation of the use of cross-classified random-effects models for meta-analysis. <i>Behavior Research Methods</i> , 2019, 51, 1286-1304.	4.0	21
100	Psychometric properties of the Highly Sensitive Child scale across developmental stage, gender, and country. <i>Current Psychology</i> , 2019, 40, 3309.	2.8	21
101	Adolescents' peer status profiles and differences in school engagement and loneliness trajectories: A person-centered approach. <i>Learning and Individual Differences</i> , 2019, 75, 101759.	2.7	20
102	Assessing Consistency in Single-Case A-B-A-B Phase Designs. <i>Behavior Modification</i> , 2020, 44, 518-551.	1.6	20
103	Person regression models. , 2004, , 167-187.		20
104	Educational choice in secondary school in Flanders: the relative impact of occupational interests on option choice. <i>Educational Research and Evaluation</i> , 2012, 18, 541-569.	1.6	19
105	Bias Corrections for Standardized Effect Size Estimates Used With Single-Subject Experimental Designs. <i>Journal of Experimental Education</i> , 2014, 82, 358-374.	2.6	19
106	Factors affecting Mathematics achievement of first-year secondary school students in Central Uganda. <i>South African Journal of Education</i> , 2015, 35, 1-16.	0.6	19
107	Loneliness and Attitudes Toward Being Alone in Belgian and Chinese Adolescents: Examining Measurement Invariance. <i>Journal of Child and Family Studies</i> , 2016, 25, 1408-1415.	1.3	19
108	Estimation of an overall standardized mean difference in randomâ€™effects metaâ€™analysis if the distribution of random effects departs from normal. <i>Research Synthesis Methods</i> , 2018, 9, 489-503.	8.7	19



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109	Cerebrovascular events after surgery versus conservative therapy for moyamoya disease: a meta-analysis. <i>Acta Neurologica Belgica</i> , 2019, 119, 305-313.	1.1	19
110	Approaches for Specifying the Level-1 Error Structure When Synthesizing Single-Case Data. <i>Journal of Experimental Education</i> , 2019, 87, 55-74.	2.6	19
111	Comparison of two instruments for assessing communication skills in a general practice objective structured clinical examination. <i>Medical Education</i> , 2007, 41, 676-683.	2.1	18
112	How Confident are Students in their Misconceptions about Hypothesis Tests?. <i>Journal of Statistics Education</i> , 2009, 17, .	1.4	18
113	Vocational traineesâ€™ views and experiences regarding the learning and teaching of communication skills in general practice. <i>Patient Education and Counseling</i> , 2010, 78, 65-71.	2.2	18
114	The Relationship Between Acceptance, Actual Use of a Virtual Learning Environment and Performance: An Ecological Approach. <i>Journal of Computers in Education</i> , 2018, 5, 95-111.	8.3	18
115	Loneliness, Social Anxiety, and Depressive Symptoms in Adolescence: Examining Their Distinctiveness Through Factor Analysis. <i>Journal of Child and Family Studies</i> , 2019, 28, 1326-1336.	1.3	18
116	ML-DEs: A program for designing efficient multilevel studies. <i>Behavior Research Methods</i> , 2008, 40, 236-249.	4.0	17
117	Modeling external events in the three-level analysis of multiple-baseline across-participants designs: A simulation study. <i>Behavior Research Methods</i> , 2013, 45, 547-559.	4.0	17
118	Interventions for toddlers with autism spectrum disorder: A meta-analysis of single-subject experimental studies. <i>Research in Autism Spectrum Disorders</i> , 2017, 36, 79-92.	1.5	17
119	Measuring Parenting Throughout Adolescence: Measurement Invariance Across Informants, Mean Level, and Differential Continuity. <i>Assessment</i> , 2019, 26, 111-124.	3.1	17
120	Estimating outcome-specific effects in meta-analyses of multiple outcomes: A simulation study. <i>Behavior Research Methods</i> , 2021, 53, 702-717.	4.0	17
121	On the selection of the weighting parameter value in Principal Covariates Regression. <i>Chemometrics and Intelligent Laboratory Systems</i> , 2013, 123, 36-43.	3.5	16
122	Teacherâ€™student relationships and adolescent behavioral engagement and rule-breaking behavior: The moderating role of dopaminergic genes. <i>Journal of School Psychology</i> , 2016, 56, 13-25.	2.9	16
123	Geneâ€based interaction analysis shows <sc>GABA</sc>ergic genes interacting with parenting in adolescent depressive symptoms. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2017, 58, 1301-1309.	5.2	16
124	Concealed correlations meta-analysis: A new method for synthesizing standardized regression coefficients. <i>Behavior Research Methods</i> , 2019, 51, 316-331.	4.0	16
125	Permutation Tests in the Educational and Behavioral Sciences. <i>Methodology</i> , 2014, 10, 43-59.	1.1	16
126	Multilevel design efficiency in educational effectiveness research. <i>School Effectiveness and School Improvement</i> , 2009, 20, 357-373.	2.9	15



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127	See me, feel me. Using physiology to validate behavioural observations of emotions of people with severe or profound intellectual disability. <i>Journal of Intellectual Disability Research</i> , 2013, 57, 452-461.	2.0	15
128	Estimation of a Nonlinear Intervention Phase Trajectory for Multiple-Baseline Design Data. <i>Journal of Experimental Education</i> , 2015, 83, 514-546.	2.6	15
129	Using Visual Analysis to Evaluate and Refine Multilevel Models of Single-Case Studies. <i>Journal of Special Education</i> , 2016, 50, 18-26.	1.7	15
130	Externalizing Problem Behavior in Adolescence: Parenting Interacting With DAT1 and DRD4 Genes. <i>Journal of Research on Adolescence</i> , 2017, 27, 278-297.	3.7	15
131	Brief Research Report: Bayesian Versus REML Estimations With Noninformative Priors in Multilevel Single-Case Data. <i>Journal of Experimental Education</i> , 2020, 88, 698-710.	2.6	15
132	Torrance test of creative thinking-verbal, Arabic version: Measurement invariance and latent mean differences across gender, year of study, and academic major. <i>Thinking Skills and Creativity</i> , 2021, 39, 100768.	3.5	15
133	Design efficiency for imbalanced multilevel data. <i>Behavior Research Methods</i> , 2009, 41, 192-203.	4.0	14
134	The Misspecification of the Covariance Structures in Multilevel Models for Single-Case Data: A Monte Carlo Simulation Study. <i>Journal of Experimental Education</i> , 2016, 84, 473-509.	2.6	14
135	A Multidimensional IRT Approach for Dynamically Monitoring Ability Growth in Computerized Practice Environments. <i>Frontiers in Psychology</i> , 2019, 10, 620.	2.1	14
136	<b>PCovR</b> : An R Package for Principal Covariates Regression. <i>Journal of Statistical Software</i> , 2015, 65, .	3.7	14
137	Understanding linear and exponential growth: Searching for the roots in 6- to 9-year-olds. <i>Cognitive Development</i> , 2008, 23, 237-257.	1.3	13
138	Parenting Interacts with Oxytocin Polymorphisms to Predict Adolescent Social Anxiety Symptom Development: A Novel Polygenic Approach. <i>Journal of Abnormal Child Psychology</i> , 2019, 47, 1107-1120.	3.5	13
139	The factor structure of the Verbal Torrance Test of Creative Thinking in an Arabic context: Classical test theory and multidimensional item response theory analyses. <i>Thinking Skills and Creativity</i> , 2020, 35, 100609.	3.5	13
140	Improving the Measurement of Environmental Sensitivity in Children and Adolescents: The Highly Sensitive Child Scale—21 Item Version. <i>Assessment</i> , 2022, 29, 607-629.	3.1	13
141	Parenting and externalizing problem behavior in adolescence: Combining the strengths of variable-centered and person-centered approaches.. <i>Developmental Psychology</i> , 2019, 55, 653-673.	1.6	13
142	Simple imputation methods versus direct likelihood analysis for missing item scores in multilevel educational data. <i>Behavior Research Methods</i> , 2012, 44, 516-531.	4.0	12
143	Model selection in principal covariates regression. <i>Chemometrics and Intelligent Laboratory Systems</i> , 2016, 151, 26-33.	3.5	12
144	Multilevel Analysis of Multiple-baseline Data Evaluating Precision Teaching as an Intervention for Improving Fluency in Foundational Reading Skills for at Risk Readers. <i>Exceptionality</i> , 2018, 26, 137-161.	1.5	12

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145	Emotional School Engagement and Global Self-Esteem in Adolescents: Genetic Susceptibility to Peer Acceptance and Rejection. <i>Merrill-Palmer Quarterly</i> , 2019, 65, 158.	0.5	12
146	Reactivation-Dependent Amnesia for Contextual Fear Memories: Evidence for Publication Bias. <i>ENeuro</i> , 2021, 8, ENEURO.0108-20.2020.	1.9	12
147	Depressive symptoms in adolescence: The role of perceived parental support, psychological control, and proactive control in interaction with 5-HTTLPR. <i>European Psychiatry</i> , 2016, 35, 55-63.	0.2	11
148	What Makes the Difference in Reading Achievement? Comparisons Between Finland and Shanghai. <i>Scandinavian Journal of Educational Research</i> , 2016, 60, 515-537.	1.7	11
149	Adolescent-Parent Discrepancies in Perceptions of Parenting: Associations with Adolescent Externalizing Problem Behavior. <i>Journal of Child and Family Studies</i> , 2019, 28, 3170-3182.	1.3	11
150	A Meta-analysis of the Relative Effectiveness of the Item Count Technique Compared to Direct Questioning. <i>Sociological Methods and Research</i> , 2022, 51, 760-799.	6.8	11
151	The effect of adaptivity in digital learning technologies. Modelling learning efficiency using data from an educational game. <i>British Journal of Educational Technology</i> , 2021, 52, 1881-1897.	6.3	11
152	A generalized longitudinal mixture IRT model for measuring differential growth in learning environments. <i>Behavior Research Methods</i> , 2013, 46, 823-40.	4.0	10
153	Temporal analysis of attentional processes in spontaneous interactions between people with profound intellectual and multiple disabilities and their support workers. <i>Journal of Intellectual Disability Research</i> , 2014, 58, 721-733.	2.0	10
154	The impact of response-guided baseline phase extensions on treatment effect estimates. <i>Research in Developmental Disabilities</i> , 2018, 79, 77-87.	2.2	10
155	Measuring student's proficiency in MOOCs: multiple attempts extensions for the Rasch model. <i>Heliyon</i> , 2018, 4, e01003.	3.2	10
156	Measuring growth in students'™ proficiency in MOOCs: Two component dynamic extensions for the Rasch model. <i>Behavior Research Methods</i> , 2019, 51, 332-341.	4.0	10
157	Comfort provided by parents versus strangers after eliciting stress in children with severe or profound intellectual disabilities: does it make a difference?. <i>Attachment and Human Development</i> , 2020, 22, 425-447.	2.1	10
158	Gene"environment interaction: New insights into perceived parenting and social anxiety among adolescents. <i>European Psychiatry</i> , 2020, 63, e64.	0.2	10
159	Individual differences in environmental sensitivity at physiological and phenotypic level: Two sides of the same coin?. <i>International Journal of Psychophysiology</i> , 2022, 176, 36-53.	1.0	10
160	Recent changes in narcissism of Chinese youth: A cross-temporal meta-analysis, 2008"2017. <i>Personality and Individual Differences</i> , 2019, 148, 62-66.	2.9	9
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