Jack A Naglieri

List of Publications by Year
in descending order

134	6,200	117453	82410
papers	citations	34 h-index	72 g-index

142	142	142	4317
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Relations between executive function and academic achievement from ages 5 to 17 in a large, representative national sample. Learning and Individual Differences, 2011, 21, 327-336.	1.5	886
2	Exercise improves executive function and achievement and alters brain activation in overweight children: A randomized, controlled trial.. Health Psychology, 2011, 30, 91-98.	1.3	636
3	Exercise and Childrenâ€™s Intelligence, Cognition, and Academic Achievement. Educational Psychology Review, 2008, 20, 111-131.	5.1	558
4	Psychological Testing on the Internet: New Problems, Old Issues.. American Psychologist, 2004, 59, 150-162.	3.8	177
5	Effects of Aerobic Exercise on Overweight Children's Cognitive Functioning. Research Quarterly for Exercise and Sport, 2007, 78, 510-519.	0.8	176
6	Addressing Underrepresentation of Gifted Minority Children Using the Naglieri Nonverbal Ability Test (NNAT). Gifted Child Quarterly, 2003, 47, 155-160.	1.2	166
7	Effectiveness of a Cognitive Strategy Intervention in Improving Arithmetic Computation Based on the PASS Theory. Journal of Learning Disabilities, 2000, 33, 591-597.	1.5	127
8	Introduction: A History of Executive Functioning as a Theoretical and Clinical Construct. , 2014, , 3-12.		121
9	Intelligence and Achievement: Just how Correlated are they?. Journal of Psychoeducational Assessment, 2003, 21, 244-260.	0.9	113
10	Planning-arousal-simultaneous-successive (PASS): A model for assessment. Journal of School Psychology, 1988, 26, 35-48.	1.5	98
11	Planning, Attention, Simultaneous, and Successive (PASS) Cognitive Processes as a Model for Intelligence. Journal of Psychoeducational Assessment, 1990, 8, 303-337.	0.9	97
12	Mathematics Instruction and PASS Cognitive Processes. Journal of Learning Disabilities, 1997, 30, 513-520.	1.5	97
13	Implementation of IDEA: Integrating response to intervention and cognitive assessment methods. Psychology in the Schools, 2006, 43, 753-770.	1.1	93
14	Increasing Minority Childrenâ€™s Participation in Gifted Classes Using the NNAT: A Response to Lohman. Gifted Child Quarterly, 2005, 49, 29-36.	1.2	83
15	Comparison of black-white differences on the WISC-R and the K-ABC: Spearman's hypothesis. Intelligence, 1987, 11, 21-43.	1.6	77
16	Construct Validity of the PASS Theory and CAS: Correlations With Achievement.. Journal of Educational Psychology, 2004, 96, 174-181.	2.1	73
17	Relationships between the WISC-III and the Cognitive Assessment System with Conners? rating scales and continuous performance tests. Archives of Clinical Neuropsychology, 2005, 20, 385-401.	0.3	73
18	Understanding intelligence, giftedness and creativity using the pass theory. Roeper Review, 2001, 23, 151-156.	0.6	71

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19	Performance of Children with Attention Deficit Hyperactivity Disorder and Anxiety/Depression on the WISC-III and Cognitive Assessment System (CAS). Journal of Psychoeducational Assessment, 2003, 21, 32-42.	0.9	67
20	Construct and Criterion-Related Validity of Planning, Simultaneous, and Successive Cognitive Processing Tasks. Journal of Psychoeducational Assessment, 1987, 5, 353-363.	0.9	64
21	A Study of Planning and Mathematics Instruction for Students with Learning Disabilities. Psychological Reports, 1995, 76, 1343-1354.	0.9	64
22	A Cognitive Strategy Instruction to Improve Math Calculation for Children With ADHD and LD: A Randomized Controlled Study. Journal of Learning Disabilities, 2011, 44, 184-195.	1.5	64
23	Gender differences in planning, attention, simultaneous, and successive (PASS) cognitive processes and achievement.. Journal of Educational Psychology, 2001, 93, 430-437.	2.1	60
24	Performance of disruptive behavior disordered and normal samples on the Draw A Person: Screening Procedure for Emotional Disturbance.. Psychological Assessment, 1992, 4, 156-159.	1.2	52
25	Cognitive decline due to aging among persons with down syndrome. Research in Developmental Disabilities, 1995, 16, 461-478.	1.2	52
26	Comparison of White, African American, Hispanic, and Asian children on the Naglieri Nonverbal Ability Test.. Psychological Assessment, 2000, 12, 328-334.	1.2	48
27	Planning, Attention, Simultaneous, and Successive Cognitive Processes as a Model for Assessment. School Psychology Review, 1990, 19, 423-442.	1.8	48
28	Mathematical Learning Difficulties and PASS Cognitive Processes. Journal of Learning Disabilities, 2003, 36, 574-582.	1.5	47
29	Confirmatory factor analysis of planning, attention, simultaneous, and successive cognitive processing tasks. Journal of School Psychology, 1991, 29, 1-17.	1.5	43
30	Utility of the PASS Theory and Cognitive Assessment System for Dutch Children With and Without ADHD. Journal of Learning Disabilities, 2005, 38, 434-439.	1.5	43
31	Effectiveness of the MASTER Program for Teaching Special Children Multiplication and Division. Journal of Learning Disabilities, 1999, 32, 98-107.	1.5	42
32	Executive Function Treatment and Intervention in Schools. Applied Neuropsychology: Child, 2014, 3, 205-214.	0.7	41
33	A cognitive Processing Theory for the Measurement of Intelligence. Educational Psychologist, 1989, 24, 185-206.	4.7	40
34	Assessment of Children with Attention and Reading Difficulties Using the Pass Theory and Cognitive Assessment System. Journal of Psychoeducational Assessment, 2004, 22, 93-105.	0.9	39
35	Concurrent validity of the revised Peabody Picture Vocabulary Test. Psychology in the Schools, 1981, 18, 286-289.	1.1	37
36	Traditional IQ Is Irrelevant to Learning Disabilitiesâ€"Intelligence Is Not. Journal of Learning Disabilities, 1993, 26, 127-133.	1.5	37

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37	Planning Facilitation and Reading Comprehension: Instructional Relevance of the Pass Theory. Journal of Psychoeducational Assessment, 2003, 21, 282-289.	0.9	36
38	An exploratory study of planning, attention, simultaneous, and successive cognitive processes. Journal of School Psychology, 1989, 27, 347-364.	1.5	35
39	Can profile analysis of ability test scores work? An illustration using the PASS theory and CAS with an unselected cohort.. School Psychology Quarterly, 2000, 15, 419-433.	2.4	35
40	The Relationship between General Ability Using the Naglieri Nonverbal Ability Test (NNAT) and Stanford Achievement Test (SAT) Reading Achievement. Journal of Psychoeducational Assessment, 2000, 18, 230-239.	0.9	34
41	Hispanic and non-Hispanic children's performance on PASS cognitive processes and achievement. Intelligence, 2007, 35, 568-579.	1.6	34
42	PASS Processes and Early Mathematics Skills in Dutch and Italian Kindergarteners. Journal of Psychoeducational Assessment, 2010, 28, 585-593.	0.9	34
43	Are Intellectual Processes Important in the Diagnosis and Treatment of ADHD?. The ADHD Report, 2006, 14, 1-6.	0.4	34
44	Stability, concurrent and predictive validity of the PPVT-R. Journal of Clinical Psychology, 1983, 39, 965-967.	1.0	32
45	WISC-R and K-ABC comparison for matched samples of black and white children. Journal of School Psychology, 1986, 24, 81-88.	1.5	31
46	Performance of delinquent and nondelinquent males on planning, attention, simultaneous, and successive cognitive processing tasks. Journal of Clinical Psychology, 1992, 48, 120-128.	1.0	31
47	Black-White Differences in Cognitive Processing: A Study of the Planning, Attention, Simultaneous, and Successive Theory of Intelligence. Journal of Psychoeducational Assessment, 2005, 23, 146-160.	0.9	31
48	The school neuropsychology of ADHD: Theory, assessment, and intervention. Psychology in the Schools, 2008, 45, 859-874.	1.1	30
49	Universal screening for socialâ€“emotional competencies: A study of the reliability and validity of the DESSAâ€mini. Psychology in the Schools, 2011, 48, 660-671.	1.1	30
50	Use of the WISC-R and PPVT-R with mentally retarded children. Journal of Clinical Psychology, 1982, 38, 635-637.	1.0	29
51	Identification of Individuals with Serious Emotional Disturbance Using the Draw A Person: Screening Procedure for Emotional Disturbance. Journal of Special Education, 1993, 27, 115-121.	1.2	29
52	Comparison of the WISC-R and PPVT-R with Navajo children. Journal of Clinical Psychology, 1983, 39, 598-600.	1.0	28
53	Learning Disabled Children's Performance on the Kaufman Assessment Battery for Children: A Concurrent Validity Study. Journal of Psychoeducational Assessment, 1984, 2, 49-56.	0.9	28
54	CURRENT ADVANCES IN ASSESSMENT AND INTERVENTION FOR CHILDREN WITH LEARNING DISABILITIES. Advances in Learning and Behavioral Disabilities, 0, , 163-190.	0.3	28

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55	Use of the Matrix Analogies Test-Short Form and the Draw a Person: a Quantitative Scoring System With Learning-Disabled and Normal Students. Journal of Psychoeducational Assessment, 1988, 6, 347-353.	0.9	27
56	How Valid is the PASS Theory and CAS?. School Psychology Review, 1999, 28, 145-162.	1.8	27
57	PASS cognitive processes, phonological processes, and basic reading performance for a sample of referred primary-grade children. Journal of Research in Reading, 2003, 26, 304-314.	1.0	26
58	The Luria-Das Simultaneous-Successive Model Applied to the WISC-R. Journal of Psychoeducational Assessment, 1983, 1, 25-34.	0.9	25
59	Assessment of mentally retarded children with the Matrix Analogies Test-Short Form, Draw A Person: A quantitative scoring system, and the Kaufman Test of Educational Achievement. Psychology in the Schools, 1989, 26, 254-260.	1.1	25
60	Gender differences in planning, attention, simultaneous, and successive (PASS) cognitive processes.. Journal of Educational Psychology, 1993, 85, 693-701.	2.1	25
61	Do Ability and Reading Achievement Correlate?. Journal of Learning Disabilities, 2001, 34, 304-305.	1.5	25
62	Bilingual Hispanic children's performance on the English and Spanish versions of the Cognitive Assessment System.. School Psychology Quarterly, 2007, 22, 432-448.	2.4	25
63	Concurrent and predictive validity of the Kaufman Assessment Battery for Children with a Navajo sample. Journal of School Psychology, 1984, 22, 373-379.	1.5	24
64	The Role of Intellectual Processes in the DSM-V Diagnosis of ADHD. Journal of Attention Disorders, 2006, 10, 3-8.	1.5	24
65	How Many Factors Underlie the WAIS-R?. Journal of Psychoeducational Assessment, 1983, 1, 113-119.	0.9	23
66	Use of the WISC-R and K-ABC with learning disabled, borderline mentally retarded, and normal children. Psychology in the Schools, 1985, 22, 133-141.	1.1	22
67	Intellectual Classification of Black and White Children in Special Education Programs Using the WISC-III and the Cognitive Assessment System. American Journal on Intellectual and Developmental Disabilites, 2001, 106, 359.	2.7	22
68	Comparison of Hispanic Children With and Without Limited English Proficiency on the Naglieri Nonverbal Ability Test.. Psychological Assessment, 2004, 16, 81-84.	1.2	22
69	Measuring Resilience in Children. , 2005, , 107-121.		22
70	Ipsative Comparisons of WISC-IV Index Scores. Applied Neuropsychology, 2005, 12, 208-211.	1.5	22
71	Concurrent and Predictive Validity of the Raven Progressive Matrices and the Naglieri Nonverbal Ability Test. Journal of Psychoeducational Assessment, 2010, 28, 222-235.	0.9	22
72	Performance of Children with Traumatic Brain Injury on the Cognitive Assessment System. Assessment, 1998, 5, 263-272.	1.9	21

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73	Validity of the Draw-A-Person: Screening Procedure for Emotional Disturbance (DAP:SPED) in Strengths-Based Assessment. Research on Social Work Practice, 2005, 15, 41-46.	1.1	21
74	Hundred Years of Intelligence Testing: Moving from Traditional IQ to Second-Generation Intelligence Tests. , 2015, , 295-316.		21
75	Pairwise and ipsative comparisons of WISC-III IQ and Index scores.. Psychological Assessment, 1993, 5, 113-116.	1.2	20
76	A National Study on the Development of Visual Attention Using the Cognitive Assessment System. Journal of Attention Disorders, 2010, 14, 15-24.	1.5	20
77	Gender differences on planning, attention, simultaneous, and successive cognitive processing tasks. Journal of School Psychology, 1992, 30, 293-305.	1.5	18
78	WISC-III and CAS: Which Correlates Higher with Achievement for a Clinical Sample?. School Psychology Quarterly, 2006, 21, 62-76.	2.4	18
79	Multigroup confirmatory factor analysis of U.S. and Italian children's performance on the PASS theory of intelligence as measured by the Cognitive Assessment System.. Psychological Assessment, 2013, 25, 157-166.	1.2	18
80	Comparison of the PPVT and PPVT-R for preschool children: Implications for the practitioner. Psychology in the Schools, 1981, 18, 434-436.	1.1	17
81	Inter-Rater Reliability and Concurrent Validity of the Goodenough-Harris and McCarthy Draw-a-Child Scoring Systems. Perceptual and Motor Skills, 1981, 53, 343-348.	0.6	15
82	Two types of tables for use with the WAIS-R.. Journal of Consulting and Clinical Psychology, 1982, 50, 319-321.	1.6	15
83	Using the Comprehensive Executive Function Inventory (CEFI) to Assess Executive Function: From Theory to Application. , 2014, , 223-244.		15
84	PASS cognitive processing characteristics of normal and ADHD males. Journal of School Psychology, 1992, 30, 151-163.	1.5	14
85	Individual Differences in Cognitive Processes of Planning: A Personality Variable?. Psychological Record, 1995, 45, 355-371.	0.6	14
86	Comparison of McCarthy General Cognitive Index and Wisc-R IQ for Educable Mentally Retarded, Learning Disabled, and Normal Children. Psychological Reports, 1980, 47, 591-596.	0.9	13
87	Validity of the Draw a Person: A Quantitative Scoring System with the WISC-R. Journal of Psychoeducational Assessment, 1989, 7, 346-351.	0.9	13
88	Human figure drawings in perspective.. School Psychology Quarterly, 1993, 8, 170-176.	2.4	13
89	Measurement of dementia in individuals with mental retardation: Comparison based on PPVT and dementia rating scale. Clinical Neuropsychologist, 1995, 9, 32-37.	1.5	13
90	An Examination of the Relationship between Intelligence and Reading Achievement Using the MAT-SF and MAST. Journal of Psychoeducational Assessment, 1996, 14, 65-69.	0.9	13

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91	Confirmatory Factor Analysis of the Planning, Attention, Simultaneous, Successive (PASS) Cognitive Processing Model for a Kindergarten Sample. Journal of Psychoeducational Assessment, 1993, 11, 259-269.	0.9	12
92	Developmental gender differences on the Naglieri Nonverbal Ability Test in a nationally normed sample of 5â€“17 year olds. Intelligence, 2006, 34, 253-260.	1.6	12
93	Resilience and Impairment: An Exploratory Study of Resilience Factors and Situational Impairment. Journal of Psychoeducational Assessment, 2010, 28, 349-356.	0.9	12
94	Differences in achievement not in intelligence in the north and south of Italy: Comments on. Learning and Individual Differences, 2012, 22, 128-132.	1.5	12
95	Misconceptions About the Naglieri Nonverbal Ability Test: A Commentary of Concerns and Disagreements. Roeper Review, 2015, 37, 234-240.	0.6	11
96	Comparison of McCarthy General Cognitive Indexes and Stanford-Binet IQS for Educable Mentally Retarded Children. Perceptual and Motor Skills, 1979, 48, 1251-1254.	0.6	10
97	Does the WISC-R measure verbal intelligence for nonenglish-speaking children?. Psychology in the Schools, 1982, 19, 478-479.	1.1	10
98	Clinical Use of the WISC-R, Mat-EF, and PPVT-R. Journal of Psychoeducational Assessment, 1988, 6, 390-395.	0.9	10
99	Factor structure of the McCarthy scales for school-age children with low GCIs. Journal of School Psychology, 1981, 19, 226-232.	1.5	9
100	Normal Children's Performance on the McCarthy Scales, Kaufman Assessment Battery, and Peabody Individual Achievement Test. Journal of Psychoeducational Assessment, 1985, 3, 123-129.	0.9	9
101	Canadian Children's Performance on the Matrix Analogies Test. School Psychology International, 1988, 9, 309-313.	1.1	9
102	Using the Cognitive Assessment System (CAS) with learning-disabled children. , 2001, , 141-177.		9
103	Race and Ethnic Differences and Human Figure Drawings: Clinical Utility of the DAP:SPED. Journal of Clinical Child and Adolescent Psychology, 2005, 34, 706-711.	2.2	9
104	The Assessment of Executive Function Using the Cognitive Assessment System: Second Edition. , 2014, , 191-208.		9
105	McCarthy and Wisc-R Correlations with Wrat Achievement Scores. Perceptual and Motor Skills, 1980, 51, 392-394.	0.6	8
106	Role of Planning, Attention, and Simultaneous and Successive Cognitive Processing in Facial Recognition in Adults With Mental Retardation. American Journal on Intellectual and Developmental Disabilites, 2001, 106, 151.	2.7	8
107	The Neurocognitive Assessment of Hispanic English-Language Learners With Reading Failure. Applied Neuropsychology: Child, 2013, 2, 24-32.	0.7	8
108	IQ: Knowns and unknowns, hits and misses.. American Psychologist, 1997, 52, 75-76.	3.8	8

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109	Wisc-R Subtest Patterns for Learning Disabled and Mentally Retarded Children. Perceptual and Motor Skills, 1980, 51, 605-606.	0.6	7
110	Construct Validity of the Matrix Analogies Test-Expanded Form. Journal of Psychoeducational Assessment, 1986, 4, 243-255.	0.9	7
111	Performance of hearing-impaired students on planning, attention, simultaneous, and successive (PASS) cognitive processing tasks. Journal of School Psychology, 1994, 32, 371-383.	1.5	7
112	A reply to Kranzler and Weng's shooting in the dark. Journal of School Psychology, 1995, 33, 159-167.	1.5	6
113	Separating Planning and Attention. Canadian Journal of School Psychology, 2005, 20, 75-83.	1.6	6
114	Comparison of the WISC-R and K-ABC with Gifted Students. Journal of Psychoeducational Assessment, 1985, 3, 175-179.	0.9	5
115	The Dasâ€“Naglieri Cognitive Assessment System in Theory and Practice. , 2001, , 33-63.		5
116	McCarthy scales, McCarthy screening test, and Kaufman's McCarthy short form correlations with the Peabody Individual Achievement Test. Psychology in the Schools, 1982, 19, 149-155.	1.1	4
117	Using the Planning, Attention, Simultaneous, Successive (PASS) Theory Within a Neuropsychological Context. , 2009, , 783-800.		4
118	Cognitive Assessment System (CAS). , 2001, , 235-257.		4
119	Interpretation of academic strengths and weaknesses on the peabody individual achievement test. Psychology in the Schools, 1981, 18, 417-419.	1.1	3
120	Interpreting the Subtest Profile on the Fourth Edition of the Stanford-Binet Scale of Intelligence. Journal of Clinical Child and Adolescent Psychology, 1988, 17, 62-65.	2.1	3
121	Neurocognitive and Behavioral Characteristics of Children with ADHD and Autism: New Data and New Strategies. The ADHD Report, 2011, 19, 10-12.	0.4	3
122	Predictive Validity of the PPVT-R for Navajo Children. Psychological Reports, 1984, 55, 297-298.	0.9	2
123	Some Comments on Testing Luria's Model: A Response to Cowart and McCallum. Journal of Psychoeducational Assessment, 1990, 8, 165-171.	0.9	2
124	Can There be Reliable Identification of ADHD with Divergent Conceptualizations and Inconsistent Test Results?. The ADHD Report, 2004, 12, 6-14.	0.4	2
125	Examining the relation between PASS cognitive processes and superior reading and mathematics performance. Psychology in the Schools, 2021, 58, 252-267.	1.1	2
126	Defining the Evolving Concept of Impairment. , 2016, , 3-15.		2

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127	Interpreting Area Score Variation on the Fourth Edition of the Stanford-Binet Scale of Intelligence. Journal of Clinical Child and Adolescent Psychology, 1988, 17, 225-228.	2.1	1
128	Intelligent Intelligence Testing: The Influence of Alan S. Kaufman. , 0, , 73-96.		1
129	Closing Comments: Intelligence and Intelligence Tests â€“ Past, Present, and Future. , 2015, , 487-490.		1
130	Psychometric Issues in the Assessment of Impairment. , 2016, , 215-228.		1
131	Alan S. Kaufman: The Effects of One Man's Extraordinary Vision. , 0, , 220-234.		0
132	Confidence Intervals for the PPVT-R. Assessment for Effective Intervention, 1987, 12, 103-108.	0.2	0
133	Exercise Psychology and Children's Intelligence. , 2012, , .		0
134	Equitable Assessment of Gifted Students Using the Naglieri General Ability Tests. Advances in Early Childhood and K-12 Education, 2022, , 58-76.	0.2	0