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	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
2	Examining the relation between PASS cognitive processes and superior reading and mathematics performance. Psychology in the Schools, 2021, 58, 252-267.	1.1	2
3	Defining the Evolving Concept of Impairment. , 2016, , 3-15.		2
4	Psychometric Issues in the Assessment of Impairment. , 2016, , 215-228.		1
5	Misconceptions About the Naglieri Nonverbal Ability Test: A Commentary of Concerns and Disagreements. Roeper Review, 2015, 37, 234-240.	0.6	11
6	Hundred Years of Intelligence Testing: Moving from Traditional IQ to Second-Generation Intelligence Tests. , 2015, , 295-316.		21
7	Closing Comments: Intelligence and Intelligence Tests â€“ Past, Present, and Future. , 2015, , 487-490.		1
8	Executive Function Treatment and Intervention in Schools. Applied Neuropsychology: Child, 2014, 3, 205-214.	0.7	41
9	Introduction: A History of Executive Functioning as a Theoretical and Clinical Construct. , 2014, , 3-12.		121
10	The Assessment of Executive Function Using the Cognitive Assessment System: Second Edition. , 2014, , 191-208.		9
11	Using the Comprehensive Executive Function Inventory (CEFI) to Assess Executive Function: From Theory to Application. , 2014, , 223-244.		15
12	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
13	The Neurocognitive Assessment of Hispanic English-Language Learners With Reading Failure. Applied Neuropsychology: Child, 2013, 2, 24-32.	0.7	8
14	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
15	Exercise Psychology and Children's Intelligence. , 2012, , .		0
16	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
17	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
18	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

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19	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
20	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
21	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
22	Resilience and Impairment: An Exploratory Study of Resilience Factors and Situational Impairment. Journal of Psychoeducational Assessment, 2010, 28, 349-356.	0.9	12
23	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
24	PASS Processes and Early Mathematics Skills in Dutch and Italian Kindergarteners. Journal of Psychoeducational Assessment, 2010, 28, 585-593.	0.9	34
25	Using the Planning, Attention, Simultaneous, Successive (PASS) Theory Within a Neuropsychological Context. , 2009, , 783-800.		4
26	Exercise and Childrenâ€™s Intelligence, Cognition, and Academic Achievement. Educational Psychology Review, 2008, 20, 111-131.	5.1	558
27	The school neuropsychology of ADHD: Theory, assessment, and intervention. Psychology in the Schools, 2008, 45, 859-874.	1.1	30
28	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
29	Hispanic and non-Hispanic children's performance on PASS cognitive processes and achievement. Intelligence, 2007, 35, 568-579.	1.6	34
30	Effects of Aerobic Exercise on Overweight Children's Cognitive Functioning. Research Quarterly for Exercise and Sport, 2007, 78, 510-519.	0.8	176
31	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
32	WISC-III and CAS: Which Correlates Higher with Achievement for a Clinical Sample?. School Psychology Quarterly, 2006, 21, 62-76.	2.4	18
33	Implementation of IDEA: Integrating response to intervention and cognitive assessment methods. Psychology in the Schools, 2006, 43, 753-770.	1.1	93
34	The Role of Intellectual Processes in the DSM-V Diagnosis of ADHD. Journal of Attention Disorders, 2006, 10, 3-8.	1.5	24
35	Are Intellectual Processes Important in the Diagnosis and Treatment of ADHD?. The ADHD Report, 2006, 14, 1-6.	0.4	34
36	Measuring Resilience in Children. , 2005, , 107-121.		22

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37	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
38	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
39	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
40	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
41	Separating Planning and Attention. Canadian Journal of School Psychology, 2005, 20, 75-83.	1.6	6
42	Ipsative Comparisons of WISC-IV Index Scores. Applied Neuropsychology, 2005, 12, 208-211.	1.5	22
43	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
44	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
45	Can There be Reliable Identification of ADHD with Divergent Conceptualizations and Inconsistent Test Results?. The ADHD Report, 2004, 12, 6-14.	0.4	2
46	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
47	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
48	Construct Validity of the PASS Theory and CAS: Correlations With Achievement.. Journal of Educational Psychology, 2004, 96, 174-181.	2.1	73
49	Psychological Testing on the Internet: New Problems, Old Issues.. American Psychologist, 2004, 59, 150-162.	3.8	177
50	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
51	Intelligence and Achievement: Just how Correlated are they?. Journal of Psychoeducational Assessment, 2003, 21, 244-260.	0.9	113
52	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
53	Mathematical Learning Difficulties and PASS Cognitive Processes. Journal of Learning Disabilities, 2003, 36, 574-582.	1.5	47
54	Addressing Underrepresentation of Gifted Minority Children Using the Naglieri Nonverbal Ability Test (NNAT). Gifted Child Quarterly, 2003, 47, 155-160.	1.2	166

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55	Planning Facilitation and Reading Comprehension: Instructional Relevance of the Pass Theory. Journal of Psychoeducational Assessment, 2003, 21, 282-289.	0.9	36
56	Using the Cognitive Assessment System (CAS) with learning-disabled children. , 2001, , 141-177.		9
57	The Dasâ€“Naglieri Cognitive Assessment System in Theory and Practice. , 2001, , 33-63.		5
58	Gender differences in planning, attention, simultaneous, and successive (PASS) cognitive processes and achievement.. Journal of Educational Psychology, 2001, 93, 430-437.	2.1	60
59	Do Ability and Reading Achievement Correlate?. Journal of Learning Disabilities, 2001, 34, 304-305.	1.5	25
60	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
61	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
62	Understanding intelligence, giftedness and creativity using the pass theory. Roeper Review, 2001, 23, 151-156.	0.6	71
63	Cognitive Assessment System (CAS). , 2001, , 235-257.		4
64	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
65	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
66	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
67	Comparison of White, African American, Hispanic, and Asian children on the Naglieri Nonverbal Ability Test.. Psychological Assessment, 2000, 12, 328-334.	1.2	48
68	How Valid is the PASS Theory and CAS?. School Psychology Review, 1999, 28, 145-162.	1.8	27
69	Effectiveness of the MASTER Program for Teaching Special Children Multiplication and Division. Journal of Learning Disabilities, 1999, 32, 98-107.	1.5	42
70	Performance of Children with Traumatic Brain Injury on the Cognitive Assessment System. Assessment, 1998, 5, 263-272.	1.9	21
71	Mathematics Instruction and PASS Cognitive Processes. Journal of Learning Disabilities, 1997, 30, 513-520.	1.5	97
72	IQ: Knowns and unknowns, hits and misses.. American Psychologist, 1997, 52, 75-76.	3.8	8

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73	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
74	Individual Differences in Cognitive Processes of Planning: A Personality Variable?. Psychological Record, 1995, 45, 355-371.	0.6	14
75	A reply to Kranzler and Weng's shooting in the dark. Journal of School Psychology, 1995, 33, 159-167.	1.5	6
76	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
77	A Study of Planning and Mathematics Instruction for Students with Learning Disabilities. Psychological Reports, 1995, 76, 1343-1354.	0.9	64
78	Cognitive decline due to aging among persons with down syndrome. Research in Developmental Disabilities, 1995, 16, 461-478.	1.2	52
79	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
80	Traditional IQ Is Irrelevant to Learning Disabilitiesâ€"Intelligence Is Not. Journal of Learning Disabilities, 1993, 26, 127-133.	1.5	37
81	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
82	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
83	Pairwise and ipsative comparisons of WISC-III IQ and Index scores.. Psychological Assessment, 1993, 5, 113-116.	1.2	20
84	Human figure drawings in perspective.. School Psychology Quarterly, 1993, 8, 170-176.	2.4	13
85	Gender differences in planning, attention, simultaneous, and successive (PASS) cognitive processes.. Journal of Educational Psychology, 1993, 85, 693-701.	2.1	25
86	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
87	Gender differences on planning, attention, simultaneous, and successive cognitive processing tasks. Journal of School Psychology, 1992, 30, 293-305.	1.5	18
88	PASS cognitive processing characteristics of normal and ADHD males. Journal of School Psychology, 1992, 30, 151-163.	1.5	14
89	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
90	Confirmatory factor analysis of planning, attention, simultaneous, and successive cognitive processing tasks. Journal of School Psychology, 1991, 29, 1-17.	1.5	43

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91	Some Comments on Testing Luria's Model: A Response to Cowart and McCallum. Journal of Psychoeducational Assessment, 1990, 8, 165-171.	0.9	2
92	Planning, Attention, Simultaneous, and Successive (PASS) Cognitive Processes as a Model for Intelligence. Journal of Psychoeducational Assessment, 1990, 8, 303-337.	0.9	97
93	Planning, Attention, Simultaneous, and Successive Cognitive Processes as a Model for Assessment. School Psychology Review, 1990, 19, 423-442.	1.8	48
94	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
95	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
96	An exploratory study of planning, attention, simultaneous, and successive cognitive processes. Journal of School Psychology, 1989, 27, 347-364.	1.5	35
97	A cognitive Processing Theory for the Measurement of Intelligence. Educational Psychologist, 1989, 24, 185-206.	4.7	40
98	Planning-arousal-simultaneous-successive (PASS): A model for assessment. Journal of School Psychology, 1988, 26, 35-48.	1.5	98
99	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
100	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
101	Canadian Children's Performance on the Matrix Analogies Test. School Psychology International, 1988, 9, 309-313.	1.1	9
102	Clinical Use of the WISC-R, Mat-EF, and PPVT-R. Journal of Psychoeducational Assessment, 1988, 6, 390-395.	0.9	10
103	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
104	Confidence Intervals for the PPVT-R. Assessment for Effective Intervention, 1987, 12, 103-108.	0.2	0
105	Comparison of black-white differences on the WISC-R and the K-ABC: Spearman's hypothesis. Intelligence, 1987, 11, 21-43.	1.6	77
106	Construct and Criterion-Related Validity of Planning, Simultaneous, and Successive Cognitive Processing Tasks. Journal of Psychoeducational Assessment, 1987, 5, 353-363.	0.9	64
107	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
108	Construct Validity of the Matrix Analogies Test-Expanded Form. Journal of Psychoeducational Assessment, 1986, 4, 243-255.	0.9	7

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109	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
110	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
111	Comparison of the WISC-R and K-ABC with Gifted Students. Journal of Psychoeducational Assessment, 1985, 3, 175-179.	0.9	5
112	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
113	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
114	Predictive Validity of the PPVT-R for Navajo Children. Psychological Reports, 1984, 55, 297-298.	0.9	2
115	Comparison of the WISC-R and PPVT-R with Navajo children. Journal of Clinical Psychology, 1983, 39, 598-600.	1.0	28
116	Stability, concurrent and predictive validity of the PPVT-R. Journal of Clinical Psychology, 1983, 39, 965-967.	1.0	32
117	The Luria-Das Simultaneous-Successive Model Applied to the WISC-R. Journal of Psychoeducational Assessment, 1983, 1, 25-34.	0.9	25
118	How Many Factors Underlie the WAIS-R?. Journal of Psychoeducational Assessment, 1983, 1, 113-119.	0.9	23
119	Two types of tables for use with the WAIS-R.. Journal of Consulting and Clinical Psychology, 1982, 50, 319-321.	1.6	15
120	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
121	Does the WISC-R measure verbal intelligence for nonenglish-speaking children?. Psychology in the Schools, 1982, 19, 478-479.	1.1	10
122	Use of the WISC-R and PPVT-R with mentally retarded children. Journal of Clinical Psychology, 1982, 38, 635-637.	1.0	29
123	Concurrent validity of the revised Peabody Picture Vocabulary Test. Psychology in the Schools, 1981, 18, 286-289.	1.1	37
124	Interpretation of academic strengths and weaknesses on the peabody individual achievement test. Psychology in the Schools, 1981, 18, 417-419.	1.1	3
125	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
126	Factor structure of the McCarthy scales for school-age children with low GCIs. Journal of School Psychology, 1981, 19, 226-232.	1.5	9

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127	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
128	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
129	McCarthy and Wisc-R Correlations with Wrat Achievement Scores. Perceptual and Motor Skills, 1980, 51, 392-394.	0.6	8
130	Wisc-R Subtest Patterns for Learning Disabled and Mentally Retarded Children. Perceptual and Motor Skills, 1980, 51, 605-606.	0.6	7
131	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
132	Alan S. Kaufman: The Effects of One Man's Extraordinary Vision. , 0, , 220-234.		0
133	CURRENT ADVANCES IN ASSESSMENT AND INTERVENTION FOR CHILDREN WITH LEARNING DISABILITIES. Advances in Learning and Behavioral Disabilities, 0, , 163-190.	0.3	28
134	Intelligent Intelligence Testing: The Influence of Alan S. Kaufman. , 0, , 73-96.		1