

Wendy Symes

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11518950/publications.pdf>

Version: 2024-02-01

24
papers

1,357
citations

430874

18
h-index

580821

25
g-index

25
all docs

25
docs citations

25
times ranked

1030
citing authors

#	ARTICLE	IF	CITATIONS
1	Perceptions of social support and experience of bullying among pupils with autistic spectrum disorders in mainstream secondary schools. <i>European Journal of Special Needs Education</i> , 2010, 25, 77-91.	3.0	186
2	Peer interaction patterns among adolescents with autistic spectrum disorders (ASDs) in mainstream school settings. <i>Autism</i> , 2011, 15, 397-419.	4.1	145
3	Personal and situational predictors of test anxiety of students in post-compulsory education. <i>British Journal of Educational Psychology</i> , 2010, 80, 137-160.	2.9	128
4	Inclusive education for pupils with autistic spectrum disorders in secondary mainstream schools: teacher attitudes, experience and knowledge. <i>International Journal of Inclusive Education</i> , 2013, 17, 32-46.	2.6	88
5	Is academic buoyancy anything more than adaptive coping?. <i>Anxiety, Stress and Coping</i> , 2012, 25, 349-358.	2.9	86
6	Do cognitive distortions mediate the test anxiety-examination performance relationship?. <i>Educational Psychology</i> , 2010, 30, 11-26.	2.7	72
7	Achievement goals as mediators of the relationship between competence beliefs and test anxiety. <i>British Journal of Educational Psychology</i> , 2012, 82, 207-224.	2.9	66
8	Teachers' use of fear appeals in the Mathematics classroom: Worrying or motivating students?. <i>British Journal of Educational Psychology</i> , 2011, 81, 456-474.	2.9	52
9	Perceived fear appeals and examination performance: Facilitating or debilitating outcomes?. <i>Learning and Individual Differences</i> , 2011, 21, 227-232.	2.7	51
10	School factors that facilitate or hinder the ability of teaching assistants to effectively support pupils with autism spectrum disorders (ASDs) in mainstream secondary schools. <i>Journal of Research in Special Educational Needs</i> , 2011, 11, 153-161.	1.1	43
11	The perceived value of maths and academic self-efficacy in the appraisal of fear appeals used prior to a high-stakes test as threatening or challenging. <i>Social Psychology of Education</i> , 2014, 17, 229-248.	2.5	40
12	Including pupils with autistic spectrum disorders in the classroom: the role of teaching assistants. <i>European Journal of Special Needs Education</i> , 2012, 27, 517-532.	3.0	36
13	Fear appeals, engagement, and examination performance: The role of challenge and threat appraisals. <i>British Journal of Educational Psychology</i> , 2017, 87, 16-31.	2.9	32
14	The deployment, training and teacher relationships of teaching assistants supporting pupils with autistic spectrum disorders (ASD) in mainstream secondary schools. <i>British Journal of Special Education</i> , 2011, 38, 57-64.	0.4	31
15	The enabling and protective role of academic buoyancy in the appraisal of fear appeals used prior to high stakes examinations. <i>School Psychology International</i> , 2015, 36, 605-619.	1.9	24
16	The role of attainment value, academic self-efficacy, and message frame in the appraisal of value-promoting messages. <i>British Journal of Educational Psychology</i> , 2016, 86, 446-460.	2.9	24
17	The appraisal of fear appeals as threatening or challenging: frequency of use, academic self-efficacy and subjective value. <i>Educational Psychology</i> , 2016, 36, 1670-1690.	2.7	20
18	Experiencing fear appeals as a challenge or a threat influences attainment value and academic self-efficacy. <i>Learning and Instruction</i> , 2015, 40, 21-28.	3.2	19

#	ARTICLE	IF	CITATIONS
19	Expectancy of success, subjective task-value, and message frame in the appraisal of value-promoting messages made prior to a high-stakes examination. <i>Social Psychology of Education</i> , 2016, 19, 325-343.	2.5	18
20	Does increased effort compensate for performance debilitating test anxiety?. <i>School Psychology Quarterly</i> , 2018, 33, 482-491.	2.0	17
21	The impact of fear appeals on subjective-task value and academic self-efficacy: The role of appraisal. <i>Learning and Individual Differences</i> , 2016, 51, 307-313.	2.7	12
22	Teacher Use of Loss-Focused, Utility Value Messages, Prior to High-Stakes Examinations, and Their Appraisal by Students. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 169-180.	1.5	12
23	Teacher motivational messages used prior to examinations: What are they, how are they evaluated, and what are their educational outcomes?. <i>Advances in Motivation Science</i> , 2021, , 63-103.	3.7	7
24	Attention bias in test anxiety: the impact of a test-threat congruent situation, presentation time, and approach-avoidance temperament. <i>Educational Psychology</i> , 2020, 40, 713-734.	2.7	6