

Nicholas F Benson

List of Publications by Year in descending order

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Version: 2024-02-01

44
papers

924
citations

567281

15
h-index

501196

28
g-index

48
all docs

48
docs citations

48
times ranked

743
citing authors

#	ARTICLE	IF	CITATIONS
1	Independent examination of the Wechsler Adult Intelligence Scale® Fourth Edition (WAIS-IV): What does the WAIS-IV measure?. <i>Psychological Assessment</i> , 2010, 22, 121-130.	1.5	178
2	Test use and assessment practices of school psychologists in the United States: Findings from the 2017 National Survey. <i>Journal of School Psychology</i> , 2019, 72, 29-48.	2.9	111
3	Examining the integrity of measurement of cognitive abilities in the prediction of achievement: Comparisons and contrasts across variables from higher-order and bifactor models. <i>Journal of School Psychology</i> , 2016, 58, 1-19.	2.9	52
4	Cattell® Horn® Carroll Cognitive Abilities and Reading Achievement. <i>Journal of Psychoeducational Assessment</i> , 2008, 26, 27-41.	1.5	44
5	Reading comprehension and metacognition: The importance of inferential skills. <i>Cogent Education</i> , 2019, 6, 1565067.	1.5	42
6	Classification agreement analysis of Cross-Battery Assessment in the identification of specific learning disorders in children and youth. <i>International Journal of School and Educational Psychology</i> , 2016, 4, 124-136.	1.6	39
7	Conducting Psychoeducational Assessments During the COVID-19 Crisis: the Danger of Good Intentions. <i>Contemporary School Psychology</i> , 2021, 25, 27-32.	1.3	33
8	Using estimated factor scores from a bifactor analysis to examine the unique effects of the latent variables measured by the WAIS-IV on academic achievement.. <i>Psychological Assessment</i> , 2015, 27, 1402-1416.	1.5	32
9	A national survey of school psychologists® practices in identifying specific learning disabilities.. <i>School Psychology</i> , 2020, 35, 146-157.	2.4	31
10	Telesessment with children and adolescents during the coronavirus (COVID-19) pandemic and beyond: Practice and policy implications.. <i>Professional Psychology: Research and Practice</i> , 2020, 51, 477-487.	1.0	30
11	Cross-Battery Assessment pattern of strengths and weaknesses approach to the identification of specific learning disorders: Evidence-based practice or pseudoscience?. <i>International Journal of School and Educational Psychology</i> , 2016, 4, 146-157.	1.6	27
12	Theoretically-Consistent Cognitive Ability Test Development and Score Interpretation. <i>Contemporary School Psychology</i> , 2019, 23, 126-137.	1.3	20
13	How Do School Psychologists Interpret Intelligence Tests for the Identification of Specific Learning Disabilities?. <i>Contemporary School Psychology</i> , 2020, 24, 445-456.	1.3	20
14	Cross-National Invariance of Children's Temperament. <i>Journal of Psychoeducational Assessment</i> , 2009, 27, 3-16.	1.5	18
15	Revisiting Carroll®s survey of factor-analytic studies: Implications for the clinical assessment of intelligence.. <i>Psychological Assessment</i> , 2018, 30, 1028-1038.	1.5	18
16	A Misuse of IQ Scores: Using the Dual Discrepancy/Consistency Model for Identifying Specific Learning Disabilities. <i>Journal of Intelligence</i> , 2018, 6, 36.	2.5	17
17	Intellectual assessment of children and youth in the United States of America: Past, present, and future. <i>International Journal of School and Educational Psychology</i> , 2016, 4, 276-282.	1.6	15
18	Using Score Equating and Measurement Invariance to Examine the Flynn Effect in the Wechsler Adult Intelligence Scale. <i>Multivariate Behavioral Research</i> , 2015, 50, 398-415.	3.1	14

#	ARTICLE	IF	CITATIONS
19	A Four-Factor Social Support Model to Mediate Stressors Experienced by Children Raised by Grandparents. <i>Journal of Applied School Psychology</i> , 2010, 26, 54-69.	0.9	13
20	The One and the Many: Enduring Legacies of Spearman and Thurstone on Intelligence Test Score Interpretation. <i>Applied Measurement in Education</i> , 2019, 32, 198-215.	1.1	13
21	Matters of Consequence: An Empirical Investigation of the WAIS-III and WAIS-IV and Implications for Addressing the Atkins Intelligence Criterion. <i>Journal of Forensic Psychology Practice</i> , 2013, 13, 27-48.	0.4	12
22	Using Exploratory Bifactor Analysis to Understand the Latent Structure of Multidimensional Psychological Measures: An Example Featuring the WISC-V. <i>Structural Equation Modeling</i> , 2019, 26, 847-860.	3.8	12
23	Further Examination of a Critical Assumption Underlying the Dual-Discrepancy/Consistency Approach to Specific Learning Disability Identification. <i>School Psychology Review</i> , 2019, 48, 207-221.	3.0	11
24	Another Look at the Construct Validity of the Gifted Rating Scales: Preschool/Kindergarten and School Forms. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 782-797.	1.5	10
25	Estilos de temperamento de adultos: un análisis de redes de sus relaciones con el modelo de cinco grandes factores de personalidad. <i>European Journal of Education and Psychology</i> , 2018, 11, 61.	1.5	10
26	Implications of the International Classification of Functioning, Disability and Health (ICF) for Test Development and Use. <i>School Psychology International</i> , 2010, 31, 353-371.	1.9	8
27	An independent confirmatory factor analysis of the Wechsler Intelligence Scale for Children® Fourth Edition (WISC-IV) Integrated: What do the process approach subtests measure?. <i>Psychological Assessment</i> , 2013, 25, 692-705.	1.5	8
28	Invariance of Woodcock-Johnson III scores for students with learning disorders and students without learning disorders.. <i>School Psychology Quarterly</i> , 2013, 28, 256-272.	2.0	8
29	Burnout and Substance Use in Collegiate Athletic Trainers. <i>Journal of Athletic Training</i> , 2020, 55, 744-751.	1.8	8
30	W Scores: Background and Derivation. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 273-277.	1.5	6
31	The Woodcock-Johnson IV Tests of Achievement Provides Too Many Scores for Clinical Interpretation. <i>Journal of Psychoeducational Assessment</i> , 2019, 37, 819-836.	1.5	6
32	International Classification of Functioning, Disability, and Health: Implications for School Psychologists. <i>Canadian Journal of School Psychology</i> , 2011, 26, 3-17.	2.9	5
33	Can students run their own interventions?: A self-administered math fluency intervention. <i>Psychology in the Schools</i> , 2012, 49, 526-538.	1.8	5
34	The Relationship Between Spiritual Well-Being and Burnout in Collegiate Athletic Trainers. <i>Journal of Athletic Training</i> , 2021, 56, 518-528.	1.8	5
35	Potential utility of actuarial methods for identifying specific learning disabilities. <i>Psychology in the Schools</i> , 2010, 47, 538-550.	1.8	4
36	Exploratory and Confirmatory Factor Analysis of the Universal Nonverbal Intelligence Test® Second Edition: Testing Dimensionality and Invariance Across Age, Gender, Race, and Ethnicity. <i>Assessment</i> , 2020, 27, 996-1006.	3.1	4

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37	Improving Mathematics: An Examination of the Effects of Specific Cognitive Abilities on College-age Students's Mathematics Achievement. <i>International Journal for the Scholarship of Teaching and Learning</i> , 2014, 8, .	0.5	4
38	Test use and assessment practices of school psychology training programs: Findings from a 2020 survey of US faculty. <i>Psychology in the Schools</i> , 2022, 59, 698-725.	1.8	4
39	An independent examination of the equivalence of the standard and digital administration formats of the Wechsler Intelligence Scale for Children-5th Edition. <i>Journal of School Psychology</i> , 2021, 85, 113-124.	2.9	3
40	Factor structure of the inventory of adult temperament styles. <i>Psicologia: Reflexao E Critica</i> , 2014, 27, 720-727.	0.9	1
41	Introduction to a Special Issue on Simulation Studies as a Means of Informing Psychoeducational Testing and Assessment. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 3-6.	1.5	1
42	Identifying the Effects of Specific CHC Factors on College Students's Reading Comprehension. <i>International Journal for the Scholarship of Teaching and Learning</i> , 2013, 7, .	0.5	1
43	Assessment in the Every Student Succeeds Act: Considerations for School Psychologists. <i>Contemporary School Psychology</i> , 2019, 23, 211-219.	1.3	0
44	Challenges for Behavioral Assessment in Brazilian Schools. <i>Estudos De Psicologia (Campinas)</i> , 0, 36, .	0.8	0