

# Rui A Alves

## List of Publications by Year in Descending Order

**Source:** <https://exaly.com/author-pdf/3189059/rui-a-alves-publications-by-year.pdf>

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

30  
papers

606  
citations

14  
h-index

24  
g-index

34  
ext. papers

766  
ext. citations

2.7  
avg, IF

4.66  
L-index

#	Paper	IF	Citations
30	Análisis de una encuesta sobre la enseñanza de la escritura en la educación obligatoria: prácticas y variables del profesorado. <i>Revista Española De Pedagogía</i> , <b>2021</b> , 79,	1.3	2
29	Relations among motivation, behaviour, and performance in writing: A multiple-group structural equation modeling study. <i>British Journal of Educational Psychology</i> , <b>2021</b> , 91, 1456-1480	3.2	2
28	Research and teaching writing. <i>Reading and Writing</i> , <b>2021</b> , 34, 1613	2.1	5
27	Writing Motivation in School: a Systematic Review of Empirical Research in the Early Twenty-First Century. <i>Educational Psychology Review</i> , <b>2021</b> , 33, 213-247	7.1	18
26	Exploring the Effects of Guided vs. Unguided Art Therapy Methods. <i>Behavioral Sciences (Basel, Switzerland)</i> , <b>2020</b> , 10,	2.3	1
25	Real-Time Psychophysiological and Writing Correlates of Expressive Writing. <i>Experimental Psychology</i> , <b>2020</b> , 67, 237-245	1.5	
24	Attention, inhibitory control and early mathematical skills in preschool students. <i>Psicothema</i> , <b>2020</b> , 32, 237-244	2	5
23	Introduction to Reading-Writing Connections: The Integration Roads Ahead. <i>Literacy Studies</i> , <b>2020</b> , 1-7	0.5	2
22	Parents' Perceptions of Student Academic Motivation During the COVID-19 Lockdown: A Cross-Country Comparison. <i>Frontiers in Psychology</i> , <b>2020</b> , 11, 592670	3.4	35
21	The Early Steps in Becoming a Writer <b>2019</b> , 520-538		8
20	Promoting handwriting fluency in fifth graders with slow handwriting: a single-subject design study. <i>Reading and Writing</i> , <b>2018</b> , 31, 1343-1366	2.1	7
19	Tailoring Multicomponent Writing Interventions: Effects of Coupling Self-Regulation and Transcription Training. <i>Journal of Learning Disabilities</i> , <b>2018</b> , 51, 381-398	2.7	19
18	Timed written picture naming in 14 European languages. <i>Behavior Research Methods</i> , <b>2018</b> , 50, 744-758	6.1	12
17	Testing the effectiveness of handwriting interventions: introduction to the special issue. <i>Reading and Writing</i> , <b>2018</b> , 31, 1249-1253	2.1	2
16	Effects of planning strategies on writing dynamics and final texts. <i>Acta Psychologica</i> , <b>2018</b> , 188, 97-109	1.7	8
15	Relating beliefs in writing skill malleability to writing performance: The mediating role of achievement goals and self-efficacy. <i>Journal of Writing Research</i> , <b>2017</b> , 9, 97-125	2.1	18
14	Written Language Bursts Mediate the Relationship Between Transcription Skills and Writing Performance. <i>Written Communication</i> , <b>2017</b> , 34, 306-332	2.1	16

13	Fostering parental involvement in writing: development and testing of the program Cultivating Writing. <i>Reading and Writing</i> , <b>2017</b> , 30, 253-277	2.1	13
12	Examining the transcription-writing link: Effects of handwriting fluency and spelling accuracy on writing performance via planning and translating in middle grades. <i>Learning and Individual Differences</i> , <b>2017</b> , 53, 26-36	3.1	44
11	The impact of promoting transcription on early text production: Effects on bursts and pauses, levels of written language, and writing performance.. <i>Journal of Educational Psychology</i> , <b>2016</b> , 108, 665-679	5.3	44
10	Development and evaluation of a Portuguese early literacy programme / Desenvolvimento y evaluación de un programa portugués de alfabetización temprana. <i>Cultura Y Educación</i> , <b>2015</b> , 27, 271-300	1.2	
9	Progress in Written Language Bursts, Pauses, Transcription, and Written Composition Across Schooling. <i>Scientific Studies of Reading</i> , <b>2015</b> , 19, 374-391	3.8	54
8	Children's high-level writing skills: development of planning and revising and their contribution to writing quality. <i>British Journal of Educational Psychology</i> , <b>2014</b> , 84, 177-93	3.2	40
7	Implicit theories of writing and their impact on students' response to a SRSD intervention. <i>British Journal of Educational Psychology</i> , <b>2014</b> , 84, 571-90	3.2	23
6	Teaching planning or sentence-combining strategies: Effective SRSD interventions at different levels of written composition. <i>Contemporary Educational Psychology</i> , <b>2013</b> , 38, 328-341	5.6	45
5	Modeling writing development: Contribution of transcription and self-regulation to Portuguese students' text generation quality.. <i>Journal of Educational Psychology</i> , <b>2013</b> , 105, 401-413	5.3	91
4	Medir a empatia: Adaptação portuguesa do Índice de Reactividade Interpessoal <b>2013</b> , 8,		7
3	Cognitive processes in writing during pause and execution periods. <i>European Journal of Cognitive Psychology</i> , <b>2009</b> , 21, 758-785		35
2	Execution and pauses in writing narratives: processing time, cognitive effort and typing skill. <i>International Journal of Psychology</i> , <b>2008</b> , 43, 969-79	1.9	36
1	Chapter 4: Influence of Typing Skill on Pause Execution Cycles in Written Composition <b>2007</b> , 55-65		11