

Gregory L Callan

List of Publications by Year in descending order

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Version: 2024-02-01

31
papers

677
citations

759233

12
h-index

610901

24
g-index

31
all docs

31
docs citations

31
times ranked

443
citing authors

#	ARTICLE	IF	CITATIONS
1	Assessing Self-Regulation as a Cyclical, Context-Specific Phenomenon: Overview and Analysis of SRL Microanalytic Protocols. <i>Education Research International</i> , 2012, 2012, 1-19.	1.1	135
2	Cognitive Load as Motivational Cost. <i>Educational Psychology Review</i> , 2019, 31, 319-337.	8.4	79
3	Student and school SES, gender, strategy use, and achievement. <i>Psychology in the Schools</i> , 2017, 54, 1106-1122.	1.8	64
4	How teachers perceive factors that influence creativity development: Applying a Social Cognitive Theory perspective. <i>Teaching and Teacher Education</i> , 2018, 70, 100-110.	3.2	63
5	Examining the Level of Convergence Among Self-Regulated Learning Microanalytic Processes, Achievement, and a Self-Report Questionnaire. <i>Journal of Psychoeducational Assessment</i> , 2015, 33, 439-450.	1.5	41
6	Anchoring the Creative Process Within a Self-Regulated Learning Framework: Inspiring Assessment Methods and Future Research. <i>Educational Psychology Review</i> , 2018, 30, 921-945.	8.4	39
7	Multidimensional assessment of self-regulated learning with middle school math students.. <i>School Psychology Quarterly</i> , 2018, 33, 103-111.	2.0	39
8	Examining cyclical phase relations and predictive influences of self-regulated learning processes on mathematics task performance. <i>Metacognition and Learning</i> , 2019, 14, 43-63.	2.7	25
9	Student Self-Regulated Learning in an Urban High School. <i>Journal of Psychoeducational Assessment</i> , 2014, 32, 295-305.	1.5	24
10	Students' strategic planning and strategy use during creative problem solving: The importance of perspective-taking. <i>Thinking Skills and Creativity</i> , 2019, 34, 100556.	3.5	23
11	Measuring self-regulated learning during creative problem-solving with SRL microanalysis.. <i>Psychology of Aesthetics, Creativity, and the Arts</i> , 2021, 15, 136-148.	1.3	22
12	How Teachers Define and Identify Self-Regulated Learning. <i>Teacher Educator</i> , 2019, 54, 295-312.	1.2	18
13	Methods for addressing publication bias in school psychology journals: A descriptive review of meta-analyses from 1980 to 2019. <i>Journal of School Psychology</i> , 2021, 84, 74-94.	2.9	15
14	Gifted underachievement within a self-regulated learning framework: Proposing a task-dependent model to guide early identification and intervention. <i>Psychology in the Schools</i> , 2020, 57, 1365-1384.	1.8	14
15	How problem identification strategies influence creativity outcomes. <i>Contemporary Educational Psychology</i> , 2020, 60, 101840.	2.9	13
16	Assessing Self-Regulated Learning Using Microanalytic Methods. , 2017, , 338-351.		13
17	Finding the problem: How students approach problem identification. <i>Thinking Skills and Creativity</i> , 2020, 35, 100635.	3.5	11
18	A Lack of Exposure to School Psychology Within Undergraduate Psychology Coursework. <i>Teaching of Psychology</i> , 2019, 46, 208-214.	1.2	6

#	ARTICLE	IF	CITATIONS
19	Enhancing motivation by developing cyclical self-regulated learning skills. <i>Theory Into Practice</i> , 2022, 61, 62-74.	1.6	6
20	Adding Mindfulness to an Evidence-Based Reading Intervention for a Student with SLD: a Pilot Study. <i>Contemporary School Psychology</i> , 2022, 26, 410-421.	1.3	5
21	Self-regulated learning as a cyclical process and predictor of creative problem-solving. <i>Educational Psychology</i> , 2021, 41, 1139-1159.	2.7	5
22	Settings, exchanges, and events: The SEE framework of self-regulated learning supportive practices. <i>Psychology in the Schools</i> , 2021, 58, 773-788.	1.8	4
23	Measuring and Predicting Divergent Thinking With a Self-Report Questionnaire, Teacher Rating Scale, and Self-Regulated Learning Microanalysis. <i>Journal of Psychoeducational Assessment</i> , 2021, 39, 549-562.	1.5	3
24	Are Gifted Students Adapting Their Self-Regulated Learning Processes When Experiencing Challenging Tasks?. <i>Gifted Child Quarterly</i> , 2022, 66, 3-22.	2.0	3
25	An Overview of Special Education Law, 504, FERPA, and Issues Relevant for Pediatric Neuropsychologists. <i>Journal of Pediatric Neuropsychology</i> , 2018, 4, 27-36.	0.6	2
26	The impact of video exposure on students entering school psychology. <i>Psychology in the Schools</i> , 2019, 56, 1287-1300.	1.8	2
27	Narrowing the Research to Practice Gap: A Primer to Self-Regulated Learning Application in School Psychology. <i>Contemporary School Psychology</i> , 2020, , 1.	1.3	2
28	The Case of the Hungry Hippos: Supporting Students'™ Development of Problem-Finding Strategies. <i>Gifted Child Today</i> , 2021, 44, 128-140.	0.7	1
29	Self-Regulated Learning in School Contexts. , 2020, , 194-212.		0
30	Introduction to Critical Training Topics Series II: Meeting the Diverse Needs of a Changing Nation. <i>Contemporary School Psychology</i> , 2022, 26, 1-3.	1.3	0
31	Identifying and predicting teachers' use of practices that support SRL. <i>Psychology in the Schools</i> , 2022, 59, 2327-2344.	1.8	0