Suzete Chiviacowsky

List of Publications by Year
in descending order

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64 papers	2,657 citations	257101 24 h-index	189595 50 g-index
66 all docs	66 docs citations	66 times ranked	1140 citing authors

#	Article	IF	Citations
1	Effects of Gender Stereotypes on Balance Performance and Learning in Men. Journal of Motor Behavior, 2022, 54, 613-619.	0.5	1
2	Explicit and implicit activation of gender stereotypes additively impair soccer performance and learning in women. European Journal of Sport Science, 2021, 21, 1306-1313.	1.4	9
3	Relatedness support enhances motivation, positive affect, and motor learning in adolescents. Human Movement Science, 2021, 79, 102864.	0.6	5
4	External relative to internal attentional focus enhances motor performance and learning in visually impaired individuals. Disability and Rehabilitation, 2020, 42, 2621-2630.	0.9	12
5	Positive feedback praising good performance does not alter the learning of an intrinsically motivating task in 10-year-old children. European Journal of Human Movement, 2020, 45, 46-54.	0.2	4
6	Conceptions of Ability Influence the Learning of a Dance Pirouette in Children. Journal of Dance Medicine and Science, 2019, 23, 167-172.	0.2	3
7	Enhancing performance expectancies through positive comparative feedback facilitates the learning of basketball free throw in children. Psychology of Sport and Exercise, 2018, 36, 174-177.	1.1	27
8	Age stereotypesâ€™ effects on motor learning in older adults: The impact may not be immediate, but instead delayed. Psychology of Sport and Exercise, 2018, 36, 209-212.	1.1	21
9	Relatedness support enhances motor learning. Psychological Research, 2018, 82, 439-447.	1.0	16
10	Triple play: Additive contributions of enhanced expectancies, autonomy support, and external attentional focus to motor learning. Quarterly Journal of Experimental Psychology, 2018, 71, 824-831.	0.6	66
11	Temporal-Comparative Feedback Facilitates Golf Putting. Frontiers in Psychology, 2018, 9, 2691.	1.1	8
12	Escolhas relacionadas ao uso de ajuda fÃsica aumentam afetos positivos apÃ³s acidente vascular encefÃ¡lico. Revista Brasileira De EducaÃ§Ã£o FÃsica E Esporte: RBEFE, 2018, 32, 299-307.	0.1	0
13	Autonomy support enhances performance expectancies, positive affect, and motor learning. Psychology of Sport and Exercise, 2017, 31, 28-34.	1.1	61
14	Choices Over Feedback Enhance Motor Learning in Older Adults. Journal of Motor Learning and Development, 2017, 5, 304-318.	0.2	15
15	External Focus of Attention Enhances Children's Learning of a Classical Ballet Pirouette. Journal of Dance Medicine and Science, 2017, 21, 179-184.	0.2	21
16	Temporal-Comparative Feedback Affects Motor Learning. Journal of Motor Learning and Development, 2016, 4, 208-218.	0.2	9
17	Enhanced expectancies facilitate golf putting. Psychology of Sport and Exercise, 2016, 22, 229-232.	1.1	60
18	Overweight Stereotype Threat Negatively Impacts the Learning of a Balance Task. Journal of Motor Learning and Development, 2015, 3, 140-150.	0.2	10

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19	Conhecimento de performance com base no Teste do Desempenho Motor do Nado Crawl, na aprendizagem do nado crawl. Revista Brasileira De Ciencias Do Esporte, 2015, 37, 245-250.	0.4	0
20	ComparaÃ§Ã£o do equilÃbrio dinÂ¢mico entre praticantes de Brazilian Jiu-Jitsu com diferentes nÃveis de experiÃªncia. Revista Brasileira De EducaÃ§Ã£o FÃsica E Esporte: RBEFE, 2015, 29, 535-541.	0.1	1
21	Stereotype threat affects the learning of sport motor skills. Psychology of Sport and Exercise, 2015, 18, 42-46.	1.1	44
22	External focus and autonomy support: Two important factors in motor learning have additive benefits. Human Movement Science, 2015, 40, 176-184.	0.6	61
23	Self-controlled practice benefits motor learning in older adults. Human Movement Science, 2015, 40, 372-380.	0.6	20
24	Choose to move: The motivational impact of autonomy support on motor learning. Psychonomic Bulletin and Review, 2015, 22, 1383-1388.	1.4	105
25	Perceptions of competence and motor learning: performance criterion resulting in low success experience degrades learning. Brazilian Journal of Motor Behavior, 2015, 9, .	0.3	4
26	Perceptions of competence and motor learning: performance criterion resulting in low success experience degrades learning. Brazilian Journal of Motor Behavior, 2015, 9, .	0.3	9
27	Children's learning of tennis skills is facilitated by external focus instructions. Motriz Revista De Educacao Fisica, 2014, 20, 418-422.	0.3	27
28	Additive benefits of autonomy support and enhanced expectancies for motor learning. Human Movement Science, 2014, 37, 12-20.	0.6	106
29	Self-Controlled Practice Enhances Motor Learning in Introverts and Extroverts. Research Quarterly for Exercise and Sport, 2014, 85, 226-233.	0.8	24
30	Self-controlled practice: Autonomy protects perceptions of competence and enhances motor learning. Psychology of Sport and Exercise, 2014, 15, 505-510.	1.1	74
31	Effects of Generic versus Non-Generic Feedback on Motor Learning in Children. PLoS ONE, 2014, 9, e88989.	1.1	22
32	An external focus of attention enhances motor learning in children with intellectual disabilities. Journal of Intellectual Disability Research, 2013, 57, 627-634.	1.2	63
33	Childrenâ€™s Motor Skill Learning is Influenced by Their Conceptions of Ability. Journal of Motor Learning and Development, 2013, 1, 38-44.	0.2	21
34	Aprendizagem motora e sÃndrome de Down: efeitos da frequÃªncia relativa reduzida de conhecimento de resultados.. Revista Brasileira De Cineantropometria E Desempenho Humano, 2013, 15, .	0.5	2
35	Efeitos do "feedback" autocontrolado na aprendizagem do lanÃ§amento da bola da ginÃ¡stica rÃtmica. Revista Brasileira De EducaÃ§Ã£o FÃsica E Esporte: RBEFE, 2013, 27, 485-492.	0.1	0
36	Altering mindset can enhance motor learning in older adults.. Psychology and Aging, 2012, 27, 14-21.	1.4	96

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37	Self-Controlled Learning: The Importance of Protecting Perceptions of Competence. Frontiers in Psychology, 2012, 3, 458.	1.1	102
38	Positive social-comparative feedback enhances motor learning in children. Psychology of Sport and Exercise, 2012, 13, 849-853.	1.1	101
39	Motor learning benefits of self-controlled practice in persons with Parkinson's disease. Gait and Posture, 2012, 35, 601-605.	0.6	102
40	Self-controlled feedback enhances learning in adults with Down syndrome. Brazilian Journal of Physical Therapy, 2012, 16, 191-196.	1.1	19
41	O estudo da demonstraÃ§Ã£o em aprendizagem motora: estado da arte, desafios e perspectivas. DOI: 10.5007/1980-0037.2011v13n5p392. Revista Brasileira De Cineantropometria E Desempenho Humano, 2011, 13, .	0.5	5
42	Efeitos do feedback apÃ³s boas tentativas de prÃ¡tica na aprendizagem de uma habilidade motora complexa em crianÃ§as. Revista Da EducaÃ§Ã£o FÃsica, 2010, 21, .	0.0	0
43	Pesquisa na Ã¡rea de comportamento motor: Modelos teÃ³ricos, mÃ©todos de investigaÃ§Ã£o, instrumentos de anÃ¡lise, desafios, tendÃªncias e perspectivas. Revista Da EducaÃ§Ã£o FÃsica, 2010, 21, .	0.0	4
44	Frequent External-Focus Feedback Enhances Motor Learning. Frontiers in Psychology, 2010, 1, 190.	1.1	108
45	Reduced Frequency of Knowledge of Results Enhances Learning in Persons with Parkinson's Disease. Frontiers in Psychology, 2010, 1, 226.	1.1	25
46	Normative Feedback Effects on Learning a Timing Task. Research Quarterly for Exercise and Sport, 2010, 81, 425-431.	0.8	81
47	An external focus of attention enhances balance learning in older adults. Gait and Posture, 2010, 32, 572-575.	0.6	139
48	Normative Feedback Effects on Learning a Timing Task. Research Quarterly for Exercise and Sport, 2010, 81, 425-431.	0.8	4
49	Knowledge of Results After Good Trials Enhances Learning in Older Adults. Research Quarterly for Exercise and Sport, 2009, 80, 663-668.	0.8	66
50	Conhecimento de resultados auto-controlado: efeitos na aprendizagem de diferentes programas motores generalizados. Revista Portuguesa De CiÃªncias Do Desporto, 2009, 9, 175-182.	0.0	3
51	Knowledge of Results After Good Trials Enhances Learning in Older Adults. Research Quarterly for Exercise and Sport, 2009, 80, 663-668.	0.8	6
52	Frequency effects of knowledge of results in learning of a motor task with spatial control demands in visual impairment people. Brazilian Journal of Motor Behavior, 2009, 4, 22-29.	0.3	0
53	Learning Benefits of Self-Controlled Knowledge of Results in 10-Year-Old Children. Research Quarterly for Exercise and Sport, 2008, 79, 405-410.	0.8	97
54	Self-Controlled Feedback in 10-Year-Old Children. Research Quarterly for Exercise and Sport, 2008, 79, 122-127.	0.8	61

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55	Self-Controlled Feedback in 10-Year-Old Children: Higher Feedback Frequencies Enhance Learning. Research Quarterly for Exercise and Sport, 2008, 79, 122-127.	0.8	33
56	Learning Benefits of Self-Controlled Knowledge of Results in 10-Year-Old Children. Research Quarterly for Exercise and Sport, 2008, 79, 405-410.	0.8	5
57	Feedback After Good Trials Enhances Learning. Research Quarterly for Exercise and Sport, 2007, 78, 40-47.	0.8	203
58	Feedback After Good Trials Enhances Learning. Research Quarterly for Exercise and Sport, 2007, 78, .	0.8	15
59	Feedback auto-controlado e aprendizagem de uma habilidade motora discreta em idosos. Revista Portuguesa De CiÃªncias Do Desporto, 2006, 2006, 275-280.	0.0	4
60	Self-Controlled Feedback Is Effective if It Is Based on the Learner's Performance. Research Quarterly for Exercise and Sport, 2005, 76, 42-48.	0.8	174
61	Self-Controlled Feedback Is Effective if It Is Based on the Learner's Performance. Research Quarterly for Exercise and Sport, 2005, 76, 42-48.	0.8	17
62	Self-Controlled Feedback: Does it Enhance Learning Because Performers Get Feedback When They Need It?. Research Quarterly for Exercise and Sport, 2002, 73, 408-415.	0.8	249
63	Effects of knowledge of results frequency on the learning of different generalized motor programs. Revista Paulista De EducaÃ§Ã£o FÃsica, 1997, 11, 15.	0.0	2
64	Effects of frequency of knowledge of results on the learning of a motor skill in children. Revista Paulista De EducaÃ§Ã£o FÃsica, 1993, 7, 45.	0.0	1