

# Patrick Onghena

## List of Publications by Year in descending order

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Version: 2024-02-01

241  
papers

10,859  
citations

28736

57  
h-index

54771

88  
g-index

275  
all docs

275  
docs citations

275  
times ranked

8891  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Meta-analysis of single-case experimental designs: How can alternating treatments and changing criterion designs be included?. <i>Evidence-Based Communication Assessment and Intervention</i> , 2023, 17, 31-58.                                    | 0.6 | 3         |
| 2  | A systematic review of single-case experimental design meta-analyses: characteristics of study designs, data, and analyses. <i>Evidence-Based Communication Assessment and Intervention</i> , 2023, 17, 6-30.  | 0.6 | 9         |
| 3  | The Additive Effect of CBT Elements on the Video Game "Mindlight"™ in Decreasing Anxiety Symptoms of Children with Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2022, 52, 150-168.                               | 1.7 | 5         |
| 4  | Quantitative Techniques and Graphical Representations for Interpreting Results from Alternating Treatment Design. <i>Perspectives on Behavior Science</i> , 2022, 45, 259-294.   | 1.1 | 10        |
| 5  | The randomized marker method for single-case randomization tests: Handling data missing at random and data missing not at random. <i>Behavior Research Methods</i> , 2022, 54, 2905-2938.  | 2.3 | 6         |
| 6  | Applied hybrid single-case experiments published between 2016 and 2020: A systematic review. <i>Methodological Innovations</i> , 2022, 15, 73-85.  | 0.5 | 3         |
| 7  | Estimating and Testing Causal Mediation Effects in Single-Case Experimental Designs Using State-Space Modeling. <i>Evaluation and the Health Professions</i> , 2022, 45, 8-21.   | 0.9 | 2         |
| 8  | Development, evaluation and implementation of a digital behavioural health treatment for chronic pain: study protocol of the multiphase DAHLIA project. <i>BMJ Open</i> , 2022, 12, e059152.   | 0.8 | 7         |
| 9  | A word about probability: Do general and specific vocabulary knowledge predict probabilistic reasoning in young children?. <i>Early Childhood Research Quarterly</i> , 2022, 61, 106-116.  | 1.6 | 0         |
| 10 | The Assessment of Consistency in Single-Case Experiments: Beyond A-B-A-B Designs. <i>Behavior Modification</i> , 2021, 45, 560-580.  | 1.1 | 10        |
| 11 | Family-centered practices in home-based support for families with children with an intellectual disability: Judgments of parents and professionals. <i>Journal of Intellectual Disabilities</i> , 2021, 25, 331-347.                                 | 1.0 | 11        |
| 12 | A systematic review of applied single-case research published between 2016 and 2018: Study designs, randomization, data aspects, and data analysis. <i>Behavior Research Methods</i> , 2021, 53, 1371-1384.  | 2.3 | 28        |
| 13 | Assessing Consistency in Single-Case Alternation Designs. <i>Behavior Modification</i> , 2021, 45, 929-961.  | 1.1 | 5         |
| 14 | Detecting Selection Bias in Meta-Analyses with Multiple Outcomes: A Simulation Study. <i>Journal of Experimental Education</i> , 2021, 89, 125-144.  | 1.6 | 88        |
| 15 | Estimating outcome-specific effects in meta-analyses of multiple outcomes: A simulation study. <i>Behavior Research Methods</i> , 2021, 53, 702-717.   | 2.3 | 17        |
| 16 | Examining developmental relationships between utility value, interest, and cognitive competence for college statistics students with differential self-perceived mathematics ability. <i>Learning and Individual Differences</i> , 2021, 86, 101980. | 1.5 | 6         |
| 17 | Establishment of an International Collaborative Network for N-of-1 Trials and Single-Case Designs. <i>Contemporary Clinical Trials Communications</i> , 2021, 23, 100826.  | 0.5 | 24        |
| 18 | Single-Case Experimental Designs: Clinical Research and Practice. , 2021, , .  |     | 2         |

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|----|---|-----|-----------|
| 19 | EXTERNAL REPRESENTATIONS FOR DATA DISTRIBUTIONS: IN SEARCH OF COGNITIVE FIT. <i>Statistics Education Research Journal</i> , 2021, 12, 4-19.   | 0.5 | 10        |
| 20 | Assessing Consistency in Single-Case A-B-A-B Phase Designs. <i>Behavior Modification</i> , 2020, 44, 518-551.   | 1.1 | 20        |
| 21 | Single-case Design Studies in Children with Cerebral Palsy: A Scoping Review. <i>Developmental Neurorehabilitation</i> , 2020, 23, 73-105.  | 0.5 | 6         |
| 22 | A randomization test wrapper for synthesizing single-case experiments using multilevel models: A Monte Carlo simulation study. <i>Behavior Research Methods</i> , 2020, 52, 654-666.  | 2.3 | 14        |
| 23 | Generalization of exposure in vivo in Complex Regional Pain Syndrome type I. <i>Behaviour Research and Therapy</i> , 2020, 124, 103511.   | 1.6 | 9         |
| 24 | Assessing young children's ability to compare probabilities. <i>Educational Studies in Mathematics</i> , 2020, 103, 27-42.  | 1.8 | 6         |
| 25 | From Boulder to Stockholm in 70 Years: Single Case Experimental Designs in Clinical Research. <i>Psychological Record</i> , 2020, 70, 659-670.  | 0.6 | 32        |
| 26 | The application of meta-analytic (multi-level) models with multiple random effects: A systematic review. <i>Behavior Research Methods</i> , 2020, 52, 2031-2052.  | 2.3 | 70        |
| 27 | Handling missing data in randomization tests for single-case experiments: A simulation study. <i>Behavior Research Methods</i> , 2020, 52, 1355-1370.   | 2.3 | 19        |
| 28 | Children's Strategies for Numerosity Judgement in Square Grids of Different Sizes. <i>Psychologica Belgica</i> , 2020, 40, 183.   | 1.0 | 18        |
| 29 | Visual representations of meta-analyses of multiple outcomes: Extensions to forest plots, funnel plots, and caterpillar plots. <i>Methodology</i> , 2020, 16, 299-315.  | 0.5 | 35        |
| 30 | Randomization and Permutation Tests. , 2020, , 1-18.  |     | 1         |
| 31 | A demonstration and evaluation of the use of cross-classified random-effects models for meta-analysis. <i>Behavior Research Methods</i> , 2019, 51, 1286-1304.  | 2.3 | 21        |
| 32 | Mixed Methods Single Case Research: State of the Art and Future Directions. <i>Journal of Mixed Methods Research</i> , 2019, 13, 461-480.   | 1.8 | 40        |
| 33 | Randomized single-case AB phase designs: Prospects and pitfalls. <i>Behavior Research Methods</i> , 2019, 51, 2454-2476.  | 2.3 | 48        |
| 34 | The Relation Between Family Quality of Life and the Family-Centered Approach in Families With Children With an Intellectual Disability. <i>Journal of Policy and Practice in Intellectual Disabilities</i> , 2019, 16, 296-311. | 1.7 | 15        |
| 35 | Efficacy of online Memory Specificity Training in adults with a history of depression, using a multiple baseline across participants design. <i>Internet Interventions</i> , 2019, 18, 100259.                                  | 1.4 | 10        |
| 36 | Consistency in Single-Case ABAB Phase Designs: A Systematic Review. <i>Behavior Modification</i> , 2019, , 014544551985379.   | 1.1 | 6         |

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|----|--|-----|-----------|
| 37 | A multiple randomization testing procedure for level, trend, variability, overlap, immediacy, and consistency in single-case phase designs. <i>Behaviour Research and Therapy</i> , 2019, 119, 103414.   | 1.6 | 18        |
| 38 | Cognitive Behavioral Therapy for Treatment-Related Fatigue in Chronic Myeloid Leukemia Patients on Tyrosine Kinase Inhibitors: A Mixed-Method Study. <i>Journal of Clinical Psychology in Medical Settings</i> , 2019, 26, 440-448.                            | 0.8 | 5         |
| 39 | Randomized Single-Case Experimental Designs in Healthcare Research: What, Why, and How?. <i>Healthcare (Switzerland)</i> , 2019, 7, 143.   | 1.0 | 24        |
| 40 | Randomization tests for changing criterion designs. <i>Behaviour Research and Therapy</i> , 2019, 117, 18-27.  | 1.6 | 24        |
| 41 | Concealed correlations meta-analysis: A new method for synthesizing standardized regression coefficients. <i>Behavior Research Methods</i> , 2019, 51, 316-331.  | 2.3 | 16        |
| 42 | Nonparametric meta-analysis for single-case research: Confidence intervals for combined effect sizes. <i>Behavior Research Methods</i> , 2019, 51, 1145-1160.  | 2.3 | 8         |
| 43 | Methodological quality of meta-analyses of single-case experimental studies. <i>Research in Developmental Disabilities</i> , 2018, 79, 97-115.   | 1.2 | 38        |
| 44 | Multilevel Analysis of Multiple-baseline Data Evaluating Precision Teaching as an Intervention for Improving Fluency in Foundational Reading Skills for at Risk Readers. <i>Exceptionality</i> , 2018, 26, 137-161.  | 1.1 | 12        |
| 45 | How do high school students solve probability problems? A mixed methods study on probabilistic reasoning. <i>International Journal of Research and Method in Education</i> , 2018, 41, 184-206.  | 1.1 | 3         |
| 46 | The conditional power of randomization tests for single-case effect sizes in designs with randomized treatment order: A Monte Carlo simulation study. <i>Behavior Research Methods</i> , 2018, 50, 557-575.  | 2.3 | 9         |
| 47 | Quality of Life in Flemish Families with a Child with an Intellectual Disability: a Multilevel Study on Opinions of Family Members and the Impact of Family Member and Family Characteristics. <i>Applied Research in Quality of Life</i> , 2018, 13, 779-802. | 1.4 | 11        |
| 48 | One by One: Accumulating Evidence by using Meta-Analytical Procedures for Single-Case Experiments. <i>Brain Impairment</i> , 2018, 19, 33-58.  | 0.5 | 29        |
| 49 | Analyzing data from single-case alternating treatments designs.. <i>Psychological Methods</i> , 2018, 23, 480-504.   | 2.7 | 38        |
| 50 | Why Humans Fail in Solving the Monty Hall Dilemma: A Systematic Review. <i>Psychologica Belgica</i> , 2018, 58, 128-158.   | 1.0 | 6         |
| 51 | Testing the Intervention Effect in Single-Case Experiments: A Monte Carlo Simulation Study. <i>Journal of Experimental Education</i> , 2017, 85, 175-196.  | 1.6 | 29        |
| 52 | Confidence intervals for single-case effect size measures based on randomization test inversion. <i>Behavior Research Methods</i> , 2017, 49, 363-381.   | 2.3 | 27        |
| 53 | The relationship between learning conditions in the workplace and informal learning outcomes: a study among police inspectors. <i>International Journal of Training and Development</i> , 2017, 21, 92-112.  | 0.5 | 32        |
| 54 | Using refutational text in mathematics education. <i>ZDM - International Journal on Mathematics Education</i> , 2017, 49, 509-518.   | 1.3 | 10        |

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|----|--|-----|-----------|
| 55 | Mood disturbances during combined oral contraceptive use and the effect of androgen supplementation. Results of a double-blind, placebo-controlled, single-case alternation design pilot study. <i>European Journal of Contraception and Reproductive Health Care</i> , 2017, 22, 147-151. | 0.6 | 3         |
| 56 | The role of teacher behavior in children's relational aggression development: A five-wave longitudinal study. <i>Journal of School Psychology</i> , 2017, 64, 17-27.   | 1.5 | 23        |
| 57 | The power of refutational text: changing intuitions about the interpretation of box plots. <i>European Journal of Psychology of Education</i> , 2017, 32, 537-550.   | 1.3 | 6         |
| 58 | Multilevel modeling of single-case data: A comparison of maximum likelihood and Bayesian estimation.. <i>Psychological Methods</i> , 2017, 22, 760-778.  | 2.7 | 39        |
| 59 | Refutational text and multiple external representations as a method to remediate the misinterpretation of box plots. <i>Educational Psychology</i> , 2017, 37, 1281-1300.  | 1.2 | 3         |
| 60 | Expose or protect? A randomized controlled trial of exposure in vivo vs pain-contingent treatment as usual in patients with complex regional pain syndrome type 1. <i>Pain</i> , 2016, 157, 2318-2329.   | 2.0 | 111       |
| 61 | Use of Praise and Reprimands as Critical Ingredients of Teacher Behavior Management: Effects on Children's Development in the Context of a Teacher-Mediated Classroom Intervention. <i>Prevention Science</i> , 2016, 17, 732-742.   | 1.5 | 21        |
| 62 | Randomization and Data-Analysis Items in Quality Standards for Single-Case Experimental Studies. <i>Journal of Special Education</i> , 2015, 49, 146-156.  | 1.2 | 33        |
| 63 | Combining Multiple External Representations and Refutational Text: An Intervention on Learning to Interpret Box Plots. <i>International Journal of Science and Mathematics Education</i> , 2015, 13, 909-926.  | 1.5 | 11        |
| 64 | Inhibitory control in a notorious brain teaser: the Monty Hall dilemma. <i>ZDM - International Journal on Mathematics Education</i> , 2015, 47, 837-848.   | 1.3 | 4         |
| 65 | A randomised Monty Hall experiment: The positive effect of conditional frequency feedback. <i>Thinking and Reasoning</i> , 2015, 21, 176-192.  | 2.1 | 11        |
| 66 | Estimating intervention effects across different types of single-subject experimental designs: Empirical illustration.. <i>School Psychology Quarterly</i> , 2015, 30, 50-63.  | 2.4 | 22        |
| 67 | The Relationship Between Parental Expressed Emotions and Non-suicidal Self-injury: The Mediating Roles of Self-criticism and Depression. <i>Journal of Child and Family Studies</i> , 2015, 24, 491-498.   | 0.7 | 81        |
| 68 | The effects of nonsuicidal self-injury on parenting behaviors: a longitudinal analyses of the perspective of the parent. <i>Child and Adolescent Psychiatry and Mental Health</i> , 2015, 9, 24.   | 1.2 | 39        |
| 69 | Systematic Review of Restraint Interventions for Challenging Behaviour Among Persons with Intellectual Disabilities: Focus on Experiences. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2015, 28, 61-80.  | 1.3 | 33        |
| 70 | Comparing the percentage of non-overlapping data approach and the hierarchical linear modeling approach for synthesizing single-case studies in autism research. <i>Research in Autism Spectrum Disorders</i> , 2015, 11, 112-125.   | 0.8 | 7         |
| 71 | Is Nonsuicidal Self-Injury Associated With Parenting and Family Factors?. <i>Journal of Early Adolescence</i> , 2014, 34, 387-405.   | 1.1 | 67        |
| 72 | Combining p-values in replicated single-case experiments with multivariate outcome. <i>Neuropsychological Rehabilitation</i> , 2014, 24, 607-633.  | 1.0 | 12        |

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|----|---|-----|-----------|
| 73 | Teacher effects on student achievement in first grade: which aspects matter most?. <i>School Effectiveness and School Improvement</i> , 2014, 25, 126-152.  | 1.4 | 32        |
| 74 | Analysis of single-case data: Randomisation tests for measures of effect size. <i>Neuropsychological Rehabilitation</i> , 2014, 24, 507-527.  | 1.0 | 50        |
| 75 | Efficacy of behavioral interventions for reducing problem behavior in persons with autism: An updated quantitative synthesis of single-subject research. <i>Research in Developmental Disabilities</i> , 2014, 35, 2463-2476.                                   | 1.2 | 127       |
| 76 | Employees'™ willingness to participate in work-related learning: a multilevel analysis of employees'™ learning intentions. <i>International Journal for Educational and Vocational Guidance</i> , 2014, 14, 309-327.  | 0.7 | 28        |
| 77 | Systematic Review of Restraint Interventions for Challenging Behaviour Among Persons with Intellectual Disabilities: Focus on Effectiveness in Single-Case Experiments. <i>Journal of Applied Research in Intellectual Disabilities</i> , 2014, 27, 493-510.    | 1.3 | 30        |
| 78 | Children's Social Self-Concept and Internalizing Problems: The Influence of Peers and Teachers. <i>Child Development</i> , 2014, 85, 1248-1256.   | 1.7 | 49        |
| 79 | Interpreting histograms. As easy as it seems?. <i>European Journal of Psychology of Education</i> , 2014, 29, 557-575.  | 1.3 | 7         |
| 80 | Randomization tests for single-case experiments: State of the art, state of the science, and state of the application. <i>Journal of Contextual Behavioral Science</i> , 2014, 3, 51-64.  | 1.3 | 72        |
| 81 | Does it matter who your schoolmates are? An investigation of the association between school composition, school processes and mathematics achievement in the early years of primary education. <i>British Educational Research Journal</i> , 2014, 40, 441-466. | 1.4 | 23        |
| 82 | Extensions of Permutation Solutions to Test for Treatment Effects in Replicated Single-Case Alternation Experiments with Multivariate Response. <i>Communications in Statistics Part B: Simulation and Computation</i> , 2014, 43, 1036-1051.                   | 0.6 | 4         |
| 83 | A Permutation Solution to Test for Treatment Effects in Alternation Design Single-Case Experiments. <i>Communications in Statistics Part B: Simulation and Computation</i> , 2014, 43, 1094-1111.   | 0.6 | 11        |
| 84 | Non-suicidal self-harm in adolescence: A longitudinal study of the relationship between NSSI, psychological distress and perceived parenting. <i>Journal of Adolescence</i> , 2014, 37, 817-826.  | 1.2 | 71        |
| 85 | Should schools be optimistic? An investigation of the association between academic optimism of schools and student achievement in primary education. <i>Educational Research and Evaluation</i> , 2014, 20, 3-24.   | 0.9 | 25        |
| 86 | Switching principal component analysis for modeling means and covariance changes over time.. <i>Psychological Methods</i> , 2014, 19, 113-132.  | 2.7 | 11        |
| 87 | Hierarchical Linear Models for Research on Professional Learning: Relevance and Implications. <i>Springer International Handbooks of Education</i> , 2014, , 337-368.   | 0.1 | 4         |
| 88 | Permutation Tests in the Educational and Behavioral Sciences. <i>Methodology</i> , 2014, 10, 43-59.   | 0.5 | 16        |
| 89 | HEURISTIC REASONING IN INTERPRETING BOX PLOTS: THE INFLUENCE OF ORIENTATION. <i>Studia Psychologica</i> , 2014, 56, 127-136.  | 0.3 | 1         |
| 90 | Experts'™ Misinterpretation of Box Plots – a Dual Processing Approach. <i>Psychologica Belgica</i> , 2014, 54, 395-405.   | 1.0 | 5         |

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|-----|---|-----|-----------|
| 91  | The Integration of Work and Learning: Tackling the Complexity with Structural Equation Modelling. Professional and Practice-based Learning, 2014, , 255-291.  | 0.2 | 6         |
| 92  | Modeling Differences in the Dimensionality of Multiblock Data by Means of Clusterwise Simultaneous Component Analysis. Psychometrika, 2013, 78, 648-668.  | 1.2 | 20        |
| 93  | Critical Appraisal of Mixed Methods Studies. Journal of Mixed Methods Research, 2013, 7, 302-327.   | 1.8 | 107       |
| 94  | Mixed methods research synthesis: definition, framework, and potential. Quality and Quantity, 2013, 47, 659-676.  | 2.0 | 144       |
| 95  | The impact of coding time on the estimation of school effects. Quality and Quantity, 2013, 47, 1021-1040.   | 2.0 | 7         |
| 96  | Double serial correlation for multilevel growth curve models. Quality and Quantity, 2013, 47, 1413-1427.  | 2.0 | 2         |
| 97  | The heuristic interpretation of box plots. Learning and Instruction, 2013, 26, 22-35.   | 1.9 | 38        |
| 98  | Psychosocial interventions for reducing vocal challenging behavior in persons with autistic disorder: A multilevel meta-analysis of single-case experiments. Research in Developmental Disabilities, 2013, 34, 4515-4533.                                   | 1.2 | 13        |
| 99  | The role of verbal and performance intelligence in children's strategy selection and execution. Learning and Individual Differences, 2013, 24, 134-138.   | 1.5 | 14        |
| 100 | First-grade retention in the Flemish educational context: Effects on children's academic growth, psychosocial growth, and school career throughout primary education. Journal of School Psychology, 2013, 51, 323-347.                                      | 1.5 | 48        |
| 101 | The role of children's on-task behavior in the prevention of aggressive behavior development and peer rejection: A randomized controlled study of the Good Behavior Game in Belgian elementary classrooms. Journal of School Psychology, 2013, 51, 187-199. | 1.5 | 56        |
| 102 | A clusterwise simultaneous component method for capturing within-cluster differences in component variances and correlations. British Journal of Mathematical and Statistical Psychology, 2013, 66, 81-102.   | 1.0 | 25        |
| 103 | On the misinterpretation of histograms and box plots. Educational Psychology, 2013, 33, 155-174.  | 1.2 | 18        |
| 104 | The Learning Intentions of Low-Qualified Employees. Adult Education Quarterly, 2013, 63, 165-189.   | 1.0 | 28        |
| 105 | Associations between parental psychological control and relational aggression in children and adolescents: A multilevel and sequential meta-analysis.. Developmental Psychology, 2013, 49, 1697-1712.   | 1.2 | 119       |
| 106 | The Single-Case Data Analysis Package: Analysing Single-Case Experiments with R Software. Journal of Modern Applied Statistical Methods, 2013, 12, 450-478.   | 0.2 | 65        |
| 107 | Direct and indirect relationships between parental personality and externalising behaviour: The role of negative parenting. Psychologica Belgica, 2013, 45, 123.  | 1.0 | 26        |
| 108 | The Influence of Previous Strategy Use on Individuals' Subsequent Strategy Choice: Findings from a Numerosity Judgement Task. Psychologica Belgica, 2013, 49, 191.  | 1.0 | 23        |

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|-----|--|-----|-----------|
| 109 | The Effect of Single Versus Repeated Previous Strategy Use on Individuals' Subsequent Strategy Choice. <i>Psychologica Belgica</i> , 2013, 52, 307.  | 1.0 | 17        |
| 110 | RT4Win: A Windows-Based Program for Randomization Tests. <i>Psychologica Belgica</i> , 2013, 52, 387.  | 1.0 | 9         |
| 111 | Clusterwise simultaneous component analysis for analyzing structural differences in multivariate multiblock data.. <i>Psychological Methods</i> , 2012, 17, 100-119.   | 2.7 | 48        |
| 112 | Sequential meta-analysis to determine the sufficiency of cumulative knowledge: The case of early intensive behavioral intervention for children with autism spectrum disorders. <i>Research in Autism Spectrum Disorders</i> , 2012, 6, 168-176. | 0.8 | 29        |
| 113 | A multilevel meta-analysis of single-case and small-n research on interventions for reducing challenging behavior in persons with intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2012, 33, 766-780.                  | 1.2 | 69        |
| 114 | Reduction of pain-related fear and increased function and participation in work-related upper extremity pain (WRUEP): Effects of exposure in vivo. <i>Pain</i> , 2012, 153, 2109-2118.   | 2.0 | 65        |
| 115 | Differences in psychological symptoms and self-competencies in non-suicidal self-injurious Flemish adolescents. <i>Journal of Adolescence</i> , 2012, 35, 753-759.   | 1.2 | 28        |
| 116 | Constructing measures for school process variables: the potential of multilevel confirmatory factor analysis. <i>Quality and Quantity</i> , 2012, 46, 155-188.   | 2.0 | 7         |
| 117 | When the Truth Hits You Between the Eyes. <i>Methodology</i> , 2012, 8, 104-114.   | 0.5 | 41        |
| 118 | Non-Suicidal and Suicidal Self-Injurious Behavior among Flemish Adolescents: A Web-Survey. <i>Archives of Suicide Research</i> , 2011, 15, 56-67.  | 1.2 | 121       |
| 119 | Goals of peer assessment and their associated quality concepts. <i>Studies in Higher Education</i> , 2011, 36, 719-735.  | 2.9 | 50        |
| 120 | Transactional Associations Among Teacher Support, Peer Social Preference, and Child Externalizing Behavior: A Four-Wave Longitudinal Study. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2011, 40, 87-99.                        | 2.2 | 66        |
| 121 | Sequential meta-analysis of single-case experimental data. <i>Behavior Research Methods</i> , 2011, 43, 720-729.   | 2.3 | 7         |
| 122 | An inventory of peer assessment diversity. <i>Assessment and Evaluation in Higher Education</i> , 2011, 36, 137-155.   | 3.9 | 95        |
| 123 | The Role of Teacher Behavior Management in the Development of Disruptive Behaviors: An Intervention Study with the Good Behavior Game. <i>Journal of Abnormal Child Psychology</i> , 2010, 38, 869-882.  | 3.5 | 115       |
| 124 | A meta-analysis of intervention effects on challenging behaviour among persons with intellectual disabilities. <i>Journal of Intellectual Disability Research</i> , 2010, 54, 634-649.   | 1.2 | 76        |
| 125 | Teacher-child interactions: relations with children's self-concept in second grade. <i>Infant and Child Development</i> , 2010, 19, 385-405.   | 0.9 | 48        |
| 126 | Estimating Slope and Level Change in N = 1 Designs. <i>Behavior Modification</i> , 2010, 34, 195-218.  | 1.1 | 51        |



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|-----|---|-----|-----------|
| 127 | Season of birth and school success in the early years of primary education. <i>Oxford Review of Education</i> , 2010, 36, 285-306.  | 1.4 | 42        |
| 128 | Perceptions of maternal and paternal attachment security in middle childhood: links with positive parental affection and psychosocial adjustment. <i>Early Child Development and Care</i> , 2010, 180, 211-225.   | 0.7 | 42        |
| 129 | Linking student outcome variables with school process variables: multilevel confirmatory factor analysis takes precedence. <i>Effective Education</i> , 2010, 2, 117-142.   | 0.3 | 0         |
| 130 | A comparative study of peer and teacher feedback and of various peer feedback forms in a secondary school writing curriculum. <i>British Educational Research Journal</i> , 2010, 36, 143-162.  | 1.4 | 84        |
| 131 | Multilevel exploratory factor analysis: illustrating its surplus value in educational effectiveness research. <i>School Effectiveness and School Improvement</i> , 2010, 21, 209-235.   | 1.4 | 22        |
| 132 | Improving the effectiveness of peer feedback for learning. <i>Learning and Instruction</i> , 2010, 20, 304-315.   | 1.9 | 377       |
| 133 | Measuring Parenting Dimensions in Middle Childhood. <i>European Journal of Psychological Assessment</i> , 2009, 25, 133-140.  | 1.7 | 44        |
| 134 | How Confident are Students in their Misconceptions about Hypothesis Tests?. <i>Journal of Statistics Education</i> , 2009, 17, .  | 1.4 | 18        |
| 135 | Multilevel design efficiency in educational effectiveness research. <i>School Effectiveness and School Improvement</i> , 2009, 20, 357-373.   | 1.4 | 15        |
| 136 | School effects on the development of motivation toward learning tasks and the development of academic self-concept in secondary education: a multivariate latent growth curve approach. <i>School Effectiveness and School Improvement</i> , 2009, 20, 235-253. | 1.4 | 28        |
| 137 | A longitudinal study of childhood social behaviour: Inter-informant agreement, inter-context agreement, and social preference linkages. <i>Journal of Social and Personal Relationships</i> , 2009, 26, 769-792.  | 1.4 | 17        |
| 138 | Therapist-aided exposure for women with lifelong vaginismus: A replicated single-case design.. <i>Journal of Consulting and Clinical Psychology</i> , 2009, 77, 149-159.  | 1.6 | 90        |
| 139 | Associations between parental control and children's overt and relational aggression. <i>British Journal of Developmental Psychology</i> , 2009, 27, 607-623.   | 0.9 | 53        |
| 140 | Design efficiency for imbalanced multilevel data. <i>Behavior Research Methods</i> , 2009, 41, 192-203.   | 2.3 | 14        |
| 141 | Randomization tests for multiple-baseline designs: An extension of the SCRT-R package. <i>Behavior Research Methods</i> , 2009, 41, 477-485.  | 2.3 | 72        |
| 142 | A seasonal perspective on school effectiveness: evidence from a Flemish longitudinal study in kindergarten and first grade. <i>School Effectiveness and School Improvement</i> , 2009, 20, 215-233.   | 1.4 | 44        |
| 143 | Data-Divisionâ€“Specific Robustness and Power of Randomization Tests for ABAB Designs. <i>Journal of Experimental Education</i> , 2009, 78, 191-214.  | 1.6 | 10        |
| 144 | Relations Between Parental Psychological Control and Childhood Relational Aggression: Reciprocal in Nature?. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2009, 38, 117-131.  | 2.2 | 49        |

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|-----|---|-----|-----------|
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